

brandeis university bulletin



college of arts and sciences

1975-1976

august 28, 1975



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Brandeis University

**College
of Arts
and
Sciences
1975-1976**

WALTHAM, MASSACHUSETTS

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"It must always be rich in goals and ideals, seemingly attainable but beyond immediate reach . . .

"It must become truly a seat of learning where research is pursued, books written, and the creative instinct is aroused, encouraged, and developed in its faculty and students.

"It must ever be mindful that education is a precious treasure transmitted—a sacred trust to be held, used, and enjoyed, and if possible strengthened, then passed on to others upon the same trust."

—from the writings of
LOUIS DEMBITZ BRANDEIS (1856-1941)
on the goals of a university.



"Brandeis will be an institution of quality, where the integrity of learning, of research, of writing, of teaching, will not be compromised. An institution bearing the name of Justice Brandeis must be dedicated to conscientiousness in research and to honesty in the exploration of truth to its innermost parts.

"Brandeis University will be a school of the spirit—a school in which the temper and climate of the mind will take precedence over the acquisition of skills and the development of techniques.

"Brandeis will be a dwelling place of permanent values—those few unchanging values of beauty, of righteousness, of freedom, which man has ever sought to attain.

"Brandeis will offer its opportunities of learning to all. Neither student body nor faculty will ever be chosen on the basis of population proportions, whether ethnic, or religious or economic."

DR. ABRAM L. SACHAR, Brandeis' first president, at ceremonies
inaugurating the University, October 8, 1948

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Academic Calendar 1975-1976

Fall Term

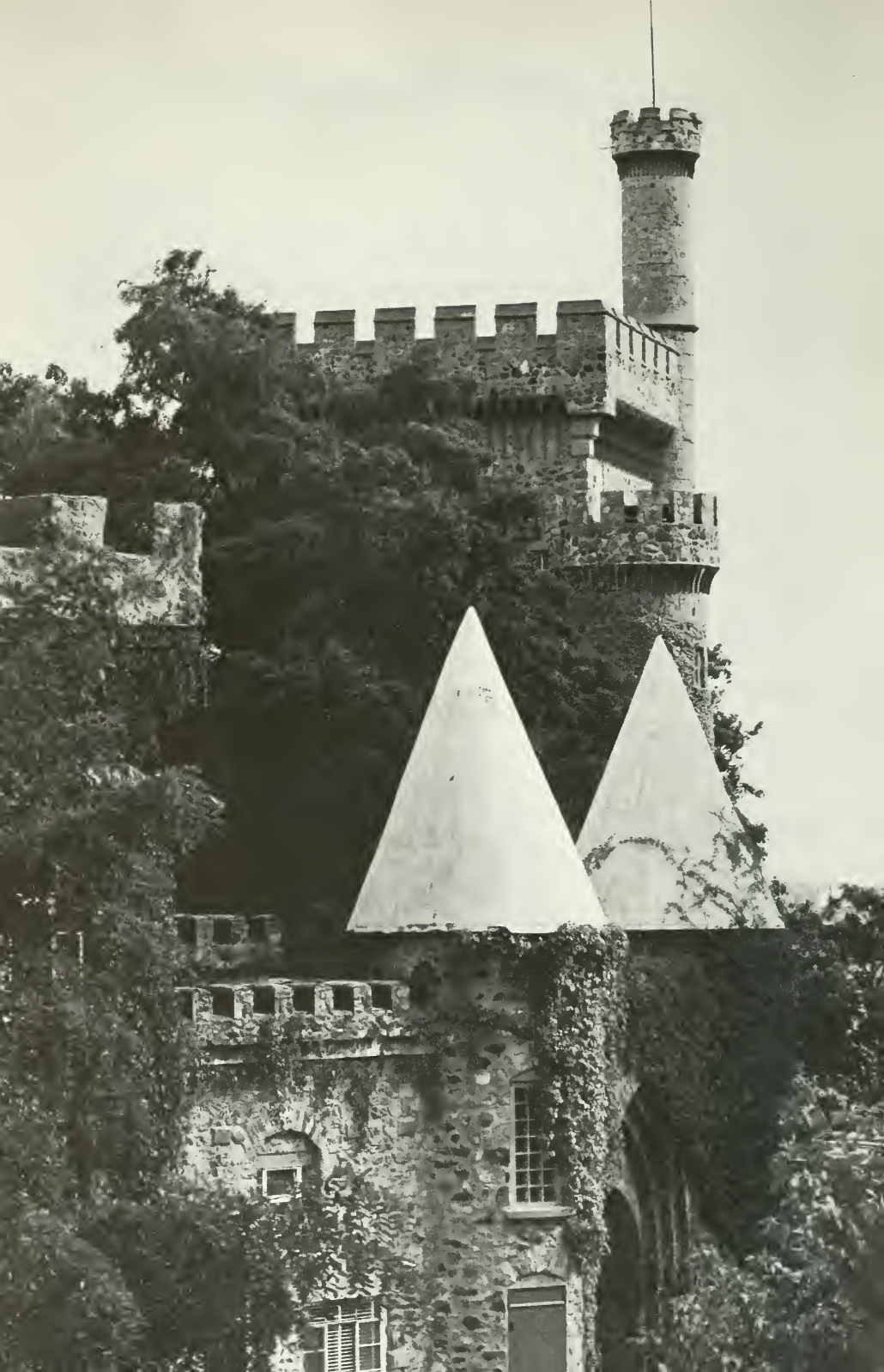
Tuesday	September 2	New students arrive on campus.
Wednesday	September 3	New student orientation, Language Placement/English exams, transfer student registration.
Thursday	September 4	Freshman and special student registration.
Friday	September 5	Returning student registration, Freshman Writing Seminar sectioning, general sectioning.
Monday	September 8	Opening day of instruction in courses. No section meetings in larger courses until they are announced.
Monday	September 15	No University exercises.
Friday	September 19	Course Enrollment Cards of new students and those returning from Leaves of Absence due no later than 5:00 p.m. Last day on which students may make a program change for the Fall Term.
Friday	October 17	Grades for work incomplete in the previous May due in the Office of the University Registrar.
Friday	October 24	Midterm grades due.
Wednesday	November 12	Beginning of filing period for Spring Term Course Enrollment Cards.
Friday	November 14	Last day for filing Spring Term Course Enrollment Cards. Due no later than 5:00 p.m.
Thursday	November 27 and	No University Exercises.
Friday	November 28	
Friday	December 12	Last day of Fall Term instruction. All assigned work must be submitted by this date.
Monday	December 15 through	Midyear examinations.
Friday	December 19	
Friday	January 2	Fall Term grades due.

Spring Term

Thursday	February 6	Opening day of instruction.
Friday	February 21	Study cards of new students due. Last day on which students may change programs.
Monday	**February 24	"University Wednesday"
Tuesday	***March 11	"University Friday"
Friday	March 21	Grades for work incomplete at the end of the Fall Term due.
Monday	March 24	Midterm grades due.
Tuesday	March 25	Spring Recess begins after last class.
Monday	April 7	Classes resume
Thursday	April 24	Freshman registration
Friday	April 25	Upperclass registration
Friday	May 16	No University exercises
Tuesday	May 20	Last day of instruction
Wednesday	May 21	Final examinations begin.
Monday	May 26	Senior grades without final examinations due at 10 a.m. in the Office of the Registrar
Tuesday	May 27	Final examinations end
Wednesday	May 28	Senior grades with final examinations due at 10 a.m. in the Office of the Registrar.
Sunday	June 1	Commencement

**Classes scheduled for Wednesday meet on this date.

***Classes scheduled for Friday meet on this date.



Brandeis University

Brandeis University has set itself to develop the whole person, the sensitive, cultured, open-minded citizen who grounds thinking in facts, who is intellectually and spiritually aware, who believes that life is significant, and who is concerned about society and the role the individual plays in it.

The University gives priority not to the molding of vocational skills, or to developing specialized interests at the expense of a solid general background. This does not mean that what is termed practical or useful is to be ignored. Brandeis merely seeks to avoid specialization unrelated to our basic heritage in the humanities, the social sciences, the sciences, and the creative arts.

A realistic educational system must offer adequate opportunity for personal fulfillment. Education at Brandeis encourages personal fulfillment, but only within the framework of social responsibility. Thus, the University seeks to educate men and women who will be able to cope with the problems of a technological civilization, yet mellowed by the values of a long historical heritage; self-sufficient to the point of intellectual independence, yet fully prepared to assume the responsibilities society imposes.

Brandeis University came into being because of the desire of American Jewry to make a corporate contribution to higher education in the tradition of the great American secular universities that have stemmed from denominational generosity. By choosing its faculty on the basis of capacity and creativity, and its students according to the criteria of academic merit and promise, the University hopes to create an environment which may cause the pursuit of learning to issue in wisdom.

This initial and unwavering commitment to excellence has earned early acceptance for the University within academic circles. Full accreditation came to Brandeis at the earliest possible moment. In 1961, Phi Beta Kappa granted permission for a chapter (Mu of Massachusetts) to be formed on its campus. In the 1960's the Ford Foundation assessed the record and potential of the University and buttressed their belief in its future with two major challenge grants to Brandeis for academic excellence, an accolade accorded to only five universities in the nation.

University Organization

Brandeis is one of the few small research universities in the United States. Its academic programs are limited in size to encourage quality and integrity of intellectual achievement. There is continuing interaction between college, graduate programs, and institutes; and the interchange benefits all, creating an intellectual environment of vitality. Extensive research activity fertilizes the undergraduate roots of the institution no less than the graduate and professional programs.

The College of Arts and Sciences

In keeping with its general objectives, Brandeis attaches prime importance to the liberal arts curriculum. It is designed to offer full academic opportunities for those students planning to pursue graduate or professional studies, as well as those whose educational objective is the baccalaureate degree.

Established in 1948, the College of Arts and Sciences offers instruction in the Schools of Creative Arts, Humanities, Social Science, and Science. Regularly matriculated students pursuing courses of instruction under the Faculty of Arts and Sciences may, upon satisfactory completion of the first year, continue as candidates for the Bachelor of Arts degree. Full accreditation was received by Brandeis' College of Arts and Sciences from the New England Association of Colleges and Secondary Schools in 1953.

The Graduate School of Arts and Sciences

The Graduate School of Arts and Sciences is designed to educate broadly as it trains professionally. It offers courses of study leading to the master's and doctor's degrees. Graduate areas include Anthropology, Biochemistry, Biology, Biophysics, Chemistry, Comparative History, Contemporary Jewish Studies, English and American Literature, History of American Civilization, Literary Studies, Mathematics, Mediterranean Studies, Music, Near Eastern and Judaic Studies, Philosophy and History of Ideas, Physics, Politics, Psychology, Sociology, and Theater Arts.

For full information, see the Bulletin of the Graduate School of Arts and Sciences.

The Florence Heller Graduate School for Advanced Studies in Social Welfare

The Florence Heller Graduate School for Advanced Studies in Social Welfare is a professional school established by Brandeis University to provide an educa-

tional program directed toward leadership responsibility in the field of social welfare. The School was made possible by an initial endowment from the late Mrs. Florence G. Heller of Chicago. It was organized in 1959 following careful study by the President, the Administration, and the Board of Trustees of Brandeis University after consultation with a distinguished panel of social work educators and social welfare authorities.

The School is housed in the Florence Heller Building complex which includes the Benjamin Brown Research Building. These buildings contain classrooms, faculty offices, student study rooms, and research facilities.

The School offers an educational program of study leading to the Ph.D. degree. Courses cover social policy analysis, applications of economic analysis to social policy issues, applied social research, and social planning. Specialized courses are offered in a number of fields including income maintenance and manpower development, health planning, gerontology, mental health and mental retardation, and alcoholism. Students are admitted either with or without a previous Master's level graduate degree. Minimum full-time residence requirements are one year for students entering with a prior graduate degree and two years for others. The normal expectation, however, is for at least one additional year of full-time residence beyond these minimum requirements.

In addition to its training program, the School conducts an active program of policy-oriented research related to its broad range of social welfare interests. Research projects are interdisciplinary in character and usually involve collaborative activity between faculty and advanced students.

Full information is available in the Bulletin of the Heller Graduate School.

Rosenstiel Basic Medical Sciences Research Center

The Lewis S. Rosenstiel Basic Medical Sciences Research Center was made possible in 1968 through the gift of Brandeis Fellow Lewis S. Rosenstiel. The Center has established research programs in the basic medical sciences embracing work in biochemistry, biology, chemistry, microbiology, physics, and psychology. Staff members are jointly appointed to the Brandeis faculty basic science departments. The Center invites participation of distinguished scholars and medical scientists, offers hospitality to younger researchers at the fellowship level, sponsors symposia and colloquia, and underwrites scholarly publications.

The Basic Medical Sciences Research Center contains sophisticated scientific equipment and facilities. Through cooperative programming, both with departments at Brandeis and in the Boston area, the Center has broadened the scope of basic medical science research offerings at Brandeis. Grants from such agencies as the National Science Foundation, National Institutes of Health, and American Cancer Society, among others, support research programs in the Rosenstiel Center.

The Rosenstiel Center sponsors the annual presentation of the Lewis S. Rosenstiel Award, given to recognize distinguished work in basic medical research. Created in 1971 to also honor Mr. Rosenstiel, the award consists of a handsome bronze medallion and a stipend of \$5,000.

Endowed Schools

The Danielsen School of Philosophy, Ethics, and Religious Thought

The Albert V. Danielsen School of Philosophy, Ethics, and Religious Thought was made possible through a gift from Mr. Danielsen, a Fellow of the University from Wellesley Hills, Mass.

The School includes the Department of Philosophy, which now combines undergraduate and graduate programs through the M.A. and Ph.D. degrees. The graduate program in philosophy is designed to prepare students for careers in the field as scholars and teachers, and it places traditional emphasis on logic, epistemology, metaphysics, value theory and the history of philosophy. Added to the two fully endowed chairs of philosophy in the School is the Albert V. Danielsen Chair in Christian Thought.

The Danielsen School thus hopes to encourage the advancement of philosophical thought in the context of contemporary issues, following the broadest scholarly and interdisciplinary approaches in an age of ecumenism and imperative social need.

Fierman School of Chemistry

The Harold and Minnie Fierman School of Chemistry, created through a benefaction from Brandeis Trustee Harold Fierman, incorporates graduate and undergraduate programs, including research activities, lecture programs and colloquia. At the undergraduate level the curriculum is highly diversified, including basic courses in analytical, nuclear, organic and physical chemistry, as well as chemical kinetics and structure determination of crystals and molecules.

At the graduate level, M.A. and Ph.D. candidates pursue advanced studies and research projects in quantum chemistry, enzyme reactions, and synthetic and theoretical chemistry. Graduate students at Brandeis hold National Science Foundation Fellowships, National Institutes of Health Fellowships, and National Aeronautic and Space Administration Traineeships, among others.

The School has been aided, in part, by grants from the Atomic Energy Commission and the National Science Foundation.

The Fisher School of Physics

The Martin Fisher School of Physics, established through a gift from Martin A. Fisher of New York City, a Fellow of the University, emphasizes both theoretical and experimental physics. Through scholarship and fellowship assistance provided by Mr. Fisher, teaching and research at the undergraduate, graduate, and post-doctoral levels are enhanced, and a setting is provided for lectures, colloquia, and scholarly publications produced by the School.

The School's undergraduate program ranges from introductory courses in classical and modern physics, computer sciences, and astronomy, to atomic and nuclear physics, theoretical and continuum mechanics, quantum mechanics, high and low energy, nuclear, solid state, and mathematical physics. M.A. and Ph.D. programs include courses in research, astrophysics, atomic and plasma physics, quantum theory of fields and solids, and general and special theories of relativity.

Grants from such agencies as the National Science Foundation, the Atomic Energy Commission, and the Bureau of Naval Research, among others, support research programs in the Fisher School.

The Kutz School of Biology

The Milton and Hattie Kutz School of Biology was made possible through a gift from the estate of the late Hattie Kutz of Wilmington, Del. The School encompasses the University's undergraduate and graduate biology departments. The biology curricula present a comprehensive body of courses that advance from fundamental studies to more complex areas, with special heed to new discoveries and the results of current experimentation.

Students are offered a balance between traditional background in biology and the thorough discussion of new knowledge. They are encouraged to engage in original research and independent study. The biology program also provides research and teaching opportunities for a large number of post-doctoral fellows.

A major portion of the governmental, industrial, and private research grants awarded to the University are devoted to varied projects in biology, including cancer research. Distinguished scientists appear frequently at colloquia and lectures to explain their investigations.

Lown School for Near Eastern and Judaic Studies

Created through the generosity of Brandeis Trustee Emeritus Philip W. Lown of West Newton, Mass., the Lown School for Near Eastern and Judaic Studies encompasses an intensive teaching and research program in ancient and modern Jewish thought, history, culture, and issues, offered by both the undergraduate and graduate departments of Near Eastern and Judaic Studies. The

University has assembled an array of distinguished scholars who offer an extremely broad complex of programs designed to prepare students for scholarly careers or for communal service.

The School includes the Center for Contemporary Jewish Studies, organized for the specific purpose of further research and seminars dealing with major contemporary issues.

The Lown School for Near Eastern and Judaic Studies cooperates closely with the American Jewish Historical Society, whose headquarters building on the Brandeis University campus was completed during 1968.

The Poses School of Fine Arts

The Poses School of Fine Arts, established through a gift from Brandeis Trustee and Mrs. Jack I. Poses of New York City, embodies the broad undergraduate curriculum in the fine arts. It also incorporates the Poses Institute of Fine Arts, which supplements course work and workshops in painting and sculpture. Plans for launching a graduate program are now under study.

The undergraduate program in fine arts provides a substantial area of studies in the form and meaning of art from the present day to antiquity. The program stresses individual creativity and the varied techniques of the artist.

The Poses Institute of Fine Arts is host to exhibitions of paintings, sculpture, artifacts, and other forms of contemporary and traditional art in the University's museum and many gallery halls.

Mr. and Mrs. Poses also underwrite the Jack and Lillian Poses Creative Arts Awards of Brandeis University, presented annually in the areas of theater arts, music, literature, and fine arts.

The Swig School of Political Science

A generous benefaction from Brandeis Trustee Emeritus Benjamin H. Swig of San Francisco has established the Swig School of Political Science. The Swig School encompasses the University's Politics Department, including several endowed academic chairs established earlier through the efforts of Mr. Swig. Among these are: the Harry S. Truman Chair in American Civilization; the Earl Warren Chair in American Constitutional Studies; the Christian A. Herter Chair in International Relations; and the Adlai E. Stevenson Chair in International Politics.

Special Scholarships and Fellowships—1974-1975

Wien International Scholarship and Fellowship Program

(for additional information, see page 67)

Created in 1958 by the Lawrence A. and Mae Wien Fund, the Wien International Scholarship Program offers scholarships and fellowships to under-

graduate and graduate students from foreign countries. Awards made for a single academic year to students who are candidates for a degree at Brandeis may be renewed upon application to the Committee on the Admission of Wien Scholars. Undergraduate applicants may also be accepted as Special Students for a "year abroad" program of study. These students return to their home universities after their year at Brandeis has been completed.

All applicants for both the undergraduate and graduate grants must have a thorough knowledge of the English language inasmuch as all students study within the regularly organized curriculum. In addition, opportunities are provided for all Wien Scholars to attend special seminars, conferences and field trips which are planned to provide an understanding of many facets of American society.

The Abram L. Sachar International Fellowship Program

(for additional information, see page 66)

The Abram L. Sachar International Fellowship Program was set up by the Trustees in tribute to the first President of the University. It enables selected Brandeis graduate and undergraduate students to study at outstanding foreign universities to supplement the training that they have had at Brandeis.

Eligibility requirements for these fellowships include a high level of scholastic achievement, intellectual competence or creative ability, and financial need.

To date under the Sachar Program students have gone to such universities as: Ife and Makerere in Africa; London and Sussex in England; L'Institut des Études Politiques in Paris; the College of Europe in Bruges, Belgium; The Hebrew University in Israel; and Bratislava University in Czechoslovakia.

Saval-Sachar Summer Research Scholarships

The Saval-Sachar Scholarships are designed to aid Brandeis juniors in the conduct of research for senior honor theses. The scholarship program was made possible through a gift to Brandeis from Maurice H. Saval of Boston, and also honors Abram L. Sachar, Chancellor of the University. Students taking part in the Program will travel to many parts of the world each summer as part of their research activities.

Irving and Rose Crown Fellowships

Underwritten by the Crown family of Chicago, the Irving and Rose Crown Fellowships subsidize graduate students in the field of American civilization with substantial grants to complete their studies and research. The Fellowships are designed to attract gifted and interested scholars who plan careers in teaching, research, government, diplomacy, and allied areas. Candidates are proposed annually by a faculty committee drawn from Brandeis and screened by

distinguished authorities from other universities. Applicants need not be Brandeis students and should have reached a point where they are in the final stages of their work to attain their doctorate.

Goldwyn Life Sciences Fellowships

Established by the Samuel Goldwyn Foundation of Los Angeles, the Samuel Goldwyn Life Sciences Fellowships provide support for graduate students studying the life sciences. Preference is given to foreign-born applicants who need financial aid and who seek to study in the United States. Five full renewable fellowships—covering tuition, health fee, research support, and a stipend—are provided annually.

Gordon Fellowships

A subsidy from the James Gordon Grant for Government of Chicago has permitted the Department of Politics to develop a special doctoral dissertation program providing fellowships to selected qualified candidates for the Ph.D. degree in Politics. To be eligible, students must have completed their first year of graduate work, either at Brandeis or elsewhere. The fellowship awards are limited to individuals whose dissertations deal with approved topics within the fields of American urban and/or local political problems. Fellowships may be held for one or two years. The subsidy also provides research funds, summer stipends, and travel money for field work or investigation in connection with preparation of the dissertation.

Levitz Scholarship and Fellowship Fund

Established in the name of Brandeis Fellow Ralph Levitz of Miami, Fla., the Levitz Fund provides scholarship and fellowship aid to worthy and deserving students at Brandeis University. The Fund was made possible through a generous grant from Mr. Levitz and contributions of friends and associates within the furniture industry.

Mary and Abbey Hirschfield Fellowships in the Humanities

Created through a major bequest to Brandeis University from the estate of the late Mary Hirschfield of Chestnut Hill, Mass., the Mary and Abbey Hirschfield Fellowships offer annual assistance to graduate students in the Humanities. Selection of students to receive the fellowships is made by a special committee of Brandeis University faculty, which determines choices on academic achievement and financial need. Students eligible for the generous fellowships are taken from the areas of Classics, English and American Literature, Romance and Comparative Literature, Germanic and Slavic Languages, Philosophy and History of Ideas, Mediterranean Studies, and Near Eastern and Judaic

Studies. The Fellowships bear the name of Mrs. Hirschfield and her husband, Abbey, who died some 28 years ago.

The Harry and Mildred Remis Fellowship and Scholarship Fund in the Creative Arts

Established by Brandeis Trustee and Mrs. Harry Remis of Boston, Mass., this endowment offers assistance to students who have demonstrated promise and potential in the creative arts. Undergraduates that are selected for scholarships must demonstrate talent in music, fine arts, and/or theater arts, and require financial aid in order to complete their studies.

The Harry and Mildred Remis Graduate Fellowships in Music are offered to qualified graduate students seeking to pursue careers in musical theory and composition and in the history and literature of music. The Fellowships are normally given to candidates who have completed one year of graduate work, on the basis of demonstrated excellence in academic areas and general musicianships, on creative potential and promise, and on financial need.

Rogoff Foundation Trust

The Rogoff Foundation Trust, a major gift established by the trustees of the Rogoff Foundation Inc., provides support for scholarships, fellowships, study or research in the pre-medical or medical sciences, or related life sciences.

Joseph and Bessie Gerber Glass Pre-Law Scholarships

Granted through the generosity of Mrs. Joseph Glass of Mt. Kisco, N. Y., this gift offers tuition scholarships to worthy and deserving undergraduates who have chosen the study of law and the legal profession as their post-graduate goals and have selected their college courses accordingly.

Bernard and Miriam Kessner Fellowships Trust Fund in Biology and Chemistry

The Kessner Fellowships have been underwritten by the gift of the late Dr. and Mrs. Bernard H. Kessner of Bay Harbor, Fla., to provide annual support to graduate students in the fields of biology and chemistry. These generous fellowships go to ten graduate students, selected each year from applications made throughout the United States. A Brandeis University faculty committee processes the applications, but final choices are made by a special jury of three outstanding academic figures in the fields of biology and chemistry. The Kessner Fellowships are designed to help students who are planning careers in research and university teaching to complete their doctoral training without the interruptions that so often accompany post-graduate work.

The Samuel Schulman Graduate Teaching Fellowships

Underwritten by a gift from Samuel Schulman of Los Angeles, the Samuel Schulman Graduate Teaching Fellowships were established in 1974 to aid out-

standing graduate students in any academic field. The program is designed to give valuable supervised classroom teaching experience to students while they pursue their studies. Six Schulman Fellowships are awarded each year.

Zale-Lipshy Endowed Scholarship and Fellowship Fund

This major scholarship and fellowship fund was established in 1974 by the Zale Corporation of Dallas and its friends and associates throughout the country, in honor of three principals of the firm: Morris B. Zale, a Trustee Emeritus of Brandeis, William Zale, and Ben A. Lipshy, all of Dallas. The gift was given in part to recognize the 25th Anniversary of Brandeis and is designed to assist undergraduate and graduate students in all disciplines. Funds are awarded without discrimination and solely on the basis of merit and need.

Academic Programs—1974-1975

Jacob Hiatt Institute in Israel

(for additional information, see page 65)

The University offers a one or two semester program of study in Israel, made possible by Brandeis Trustees' Chairman and Mrs. Jacob Hiatt of Worcester, Mass.

Formal classroom work at the Institute, located in a residential section of Jerusalem, is supplemented by seminars with persons prominent in Israel's political and economic life, and field work is conducted at on-the-spot locations. Students meet with authoritative figures in and outside the academic field and are provided opportunities for volunteer work with social agencies, on kibbutzim or in immigrant neighborhoods.

Hiatt students study in Hiatt House, a building which includes classrooms, library, dining room, and lounge, and live in rooms rented in nearby households.

The Institute is open to Brandeis students and to students from other accredited colleges and universities.

The Sarah and Gersh Lemberg Nursery School

The Lemberg Laboratory-Nursery School was established, as a unit of the Psychology Department, in the fall of 1961 through the generosity of Brandeis Trustee and Mrs. Samuel Lemberg of New York City. Both indoor and outdoor facilities and equipment accommodate some 30 youngsters. Brandeis students enrolled in the education sequence and students from Tufts University and Wheelock College serve as practice teachers.

The Jack and Lillian Poses Creative Arts Awards of Brandeis University

The establishment of the Brandeis University Creative Arts Awards was announced by the University during 1956. The awards are currently underwritten by Brandeis Trustee Jack I. Poses and Mrs. Poses of New York City and are presented annually in the areas of theater arts, music, literature, and fine arts. In each of these fields of the arts, two types of awards are bestowed. Achievement medals are conferred upon successful artists for outstanding accomplishments during the year; and grants-in-aid are awarded to young talented persons, in recognition of their creative ability and encouragement for future study and training. Special juries are appointed annually in each of the fields to judge the competition. In addition, the Creative Arts Awards Commission annually presents an award for Notable Achievement.

The Brandeis University Press

The Brandeis University Press is a member of the consortium known as The University Press of New England, which also includes Dartmouth College, the University of New Hampshire, the University of Vermont, Clark University, and the University of Rhode Island.

In the academic year 1973-74, the Press published *A Community in Conflict: Frankfurt Society in the 17th and Early 18th Centuries*, by Assistant Professor of History Gerald L. Soliday, and *A Testament of Alchemy*, a translation of ancient manuscripts by Lee Stavenhagen, Assistant Professor of German.

Initial support for the Brandeis Press has come from the gift of Bern Dibner of Wilton, Conn., a Fellow of the University.

Ziskind Program for Continuing Education in Jewish Studies

The Jacob Ziskind Charitable Trust of Boston has provided funds to allow the University to develop continuing educational opportunities in Jewish Studies. Both lay leaders and professionals in Jewish communal service will participate in seminars, colloquia, and regular classroom opportunities. Begun in 1974, the Ziskind Program will run for three years.

George and Charlotte Fine Endowment Fund

Created to supplement chamber music programs given under the auspices and direction of the Department of Music, the Fund presents annually the Irving Fine Memorial Concert, in honor of the late composer and Brandeis professor of music. The concerts are performed by members of the Department of Music and visiting artists and include in each program a work by Professor Fine. In 1974, the Fine Memorial Concert presented premier performances of works by Assistant Professor Edward Cohen and Lecturer David J. Boros, both of the Department. The visiting artist was pianist Louise Vosgerchen.

Lectureships—1974-1975

Louis Dembitz Brandeis Memorial Lecture

The annual Louis Dembitz Brandeis Lecture, named in memory of the late Supreme Court Justice, traces its origin to the beginning of the University's life and is presented under the auspices of the Maurice Bernstein Memorial Fund. In 1974, the Louis Dembitz Brandeis Lecture was given by Archibald Cox, professor of law at Harvard University.

Harold Sherman Goldberg Annual Lectureship

Established to honor the late Harold Sherman Goldberg, a Fellow of Brandeis, these lectures bring to the campus leaders in the fields of government, humanities, fine arts, science, and the social sciences. The fund was established by Mrs. Romaine Goldberg, other members of the family, and Mr. Goldberg's friends and associates. In 1973, Goldberg Lectures were given by Assistant Attorney General J. Stanley Pottinger of the Civil Rights Division, U.S. Department of Justice, and by Dr. Ronald Berman, chairman of the National Endowment for the Humanities.

Grossman Family Trust

Provided by the Grossman Family of Quincy, Mass., these funds support University-wide public lectures. In 1974, a series of three lectures was given by author Elie Wiesel, professor of Judaic studies at City College of the University of the City of New York.

Helmsley Dialogue Series

Underwritten by Brandeis Fellow Harry B. Helmsley, the Three Chapels Association of Brandeis University presents the Helmsley Dialogue Series, created to stimulate conversation, understanding, and cooperation among religious persons and groups.

Harry B. Helmsley Lecture Series

Established in 1957 by a grant from the Harry B. Helmsley Lecture Fund, the series focuses each year on a different theme. The subject of the 1974 Helmsley Lecture Series was "Medicine and Society Today" and included a panel discussion with Dr. Ephraim Friedman, dean of Boston University Medical School, Dr. Hilliard Jason, an educational consultant with the National Institutes of Health, and Dr. Allan H. Goroll, a Brandeis alumnus and member of the admissions committee of Harvard Medical School; a lecture by Leonard Woodcock, president of the United Auto Workers; and a discussion between Professor David Bleich of Yeshiva University and Professor Charles Fried of Harvard University Law School.

The Alexander L. and Fannie B. Shluger Memorial Lecture

The Shluger Memorial Lecture was established through the will of Mrs. Fannie B. Shluger for special programs in the area of the social sciences. In 1973, the Lecture was given by Anthony Lewis, a syndicated political columnist with *The New York Times*.

The Martin Weiner Distinguished Lectureship Fund

The income from this endowment fund brings to Brandeis leaders in the fields of religion, government, international affairs, letters, science, and business. Weiner Memorial Lecturers enrich the University's curriculum by participating in regular academic seminars and symposia, as well as University convocations and public events. In 1973, the fund presented a variety of University-wide lecturers, including Nahum Goldmann, president of the World Jewish Congress. Additionally, 37 speakers addressed small groups of students and faculty in nearly all disciplines. One of the highlights of the Weiner Program last year was a ten-part colloquium series on the energy crisis. Speakers with expert knowledge in a variety of energy-related fields appeared at Brandeis between February and May.

Stephen S. Wise Memorial Lecture

This annual lecture was established by the late Nathan Straus to bring to the University distinguished visitors as a means of honoring the late Stephen S. Wise. The 1973 Wise Lecturer was British author and psychiatrist R. D. Laing.

Visiting Professorships—1974-1975

Jacob Ziskind Professorships

To implement its philosophy of education, the University brings to the campus distinguished academic figures from sister universities both in the United States and abroad who serve as Ziskind Visiting Professors. This program, made possible by the Jacob Ziskind Endowment Fund, enables the University to supplement its regular teaching staff with the presence of academicians drawn from other major streams of educational thought.

Fannie Hurst Fund for Visiting Professorships in American and English Literature

Established in 1968 through the bequest of the late Fannie Hurst, the Fund brings to the campus distinguished visiting professors in the areas of creative writing and theater arts.

Special Academic Programs—1974-1975

American Jewish Historical Society

In the established pattern of learned groups which elect to locate at colleges and universities, the American Jewish Historical Society is housed on the Brandeis campus as a separate and autonomous organization. It provides, however, a focus for scholarly research, symposia, and a common meeting ground for interested undergraduate and graduate students, international figures, and for the work carried forth at Greater Boston's many libraries, museums, colleges, and universities, thus enriching both Brandeis and the Society. Its site near both the University library and its Judaic center was made available by Brandeis. The building funds were provided by the late Lee M. Friedman, a former president of the Society, attorney, and Boston resident.

Lowell Institute Cooperative Broadcasting Council

Brandeis University is a member of the Lowell Institute Cooperative Broadcasting Council, which sponsors the educational radio station WGBH-FM and Boston's educational TV station WGBH-TV, Channel 2. Brandeis, along with Boston College, the Boston Symphony Orchestra, Boston University, Harvard University, Lowell Institute, MIT, the Museum of Fine Arts, the New England Conservatory of Music, Northeastern University, Museum of Science, Simmons College, Yale University, and Tufts University, makes its teaching facilities available for use by WGBH-FM and its television affiliate, WGBH-TV.

Edith Barbara Laurie Theater Arts Trust Fund

Established by Mr. and Mrs. Irving Laurie in memory of their daughter, the Edith Barbara Laurie Theater Arts Trust Fund aids in the support of the University's respected theater arts program. The funds provided in this gift help to develop and strengthen the theater arts curriculum and its frequent stage presentations.

The Dretzin Commentaries

Established by Brandeis Fellow Samuel and Mrs. Dretzin of New York City, the program, in conjunction with the educational TV channel in Boston (Channel 2), underwrites a series of telecasts, usually eight half hour scripts on subjects of academic interest. The program becomes part of the educational television library and is aired in many parts of the country. The Dretzin grant also includes a major award for outstanding public service. The winner tapes an interview for national television distribution. The award in 1972 went to the late Chief Justice Earl Warren who offered his views on the outstanding events in his long incumbency as Chief Justice of the Supreme Court. In 1973

the Dretzin Prize was awarded to former Ambassador at Large W. Averell Harriman, who recounted for the program his diplomatic role spanning four decades and five administrations.

Continuing Education

Brandeis University is committed to the premise that continuing education is an obligation and an opportunity, since education is too precious to be restricted by age. The entire range of continuing education offerings, including summer programs, degree and non-degree opportunities, and other types of adult education, are under intense review during the summer of 1974. Decisions in this general area will be announced over the next academic year.



Campus Facilities

Academic and Administrative Buildings

Abelson Physics Building

The Abelson Physics Building houses the teaching and research laboratories of the Physics Department. It also includes a major physics lecture and demonstration hall.

Administration Center

Overlooking the main entrance to the campus, the Brandeis University Administration Center houses the offices of the president, vice-presidents, dean of faculty, University administration, and the National Women's Committee. Conference room facilities serve the Board of Trustees, faculty, and administrative staff. The Center comprises the Bernstein-Marcus Administration Center, Gryzmish Academic Center, and the Julius and Matilda Irving Presidential Enclave.

Bass Physics Building

A unit of the science quadrangle, the Bass Physics Building includes research facilities for the Physics Department as well as departmental offices.

Bassine Biology Center

The Bassine Biology Center houses all of the research activities of the Biology Department. It includes environmental growth chambers and greenhouses in addition to laboratories, laboratory support areas, preparation rooms, and seminar facilities for the use of Biology faculty and research personnel.

Brown Building

The Benjamin Brown Building, a major research center, is located adjacent to the social welfare school and provides offices and work rooms for the multifaceted research programs conducted by the Heller School.

Brown Social Science Center

Adjacent to the library, the Brown Social Science Center includes three structures. The central building houses the Anthropology and Psychology Departments. It contains classrooms, seminar rooms, faculty offices, laboratories and

a small anthropology museum. Glass walls overlook an attractively landscaped quadrangle which the Social Science Center encloses.

Schwartz Hall houses a 300-seat lecture auditorium, classrooms, and a spacious lounge. The lounge contains a permanent exhibit of Oceanic Art and Ethnographic objects donated to the University by Mrs. Helen S. Slosberg.

Lemberg Hall is the home of the Lemberg Laboratory-Nursery School. Classrooms with specially constructed walls of one-way glass enable students to observe youngsters in the nursery school and to record their development from the observation room.

Brown Terrarium

Completely equipped as an experimental greenhouse, the Brown Terrarium, located atop the Biology Center, provides facilities for botanical research.

Dreitzer Art Gallery

Designed as an adjunct to the art exhibition facilities of the University, the Mildred and Albert J. Dreitzer Art Gallery in the theater houses special loan exhibitions as well as periodic displays of selected art works from the University's permanent collection.

Harry Edison Chemistry Building

A center for research in Chemistry, the Harry Edison Chemistry Building includes laboratories and research offices for faculty, postdoctoral research fellows and other research personnel of the Chemistry Department.

Epstein Campus Service Center

The Ethel and Rubin Epstein Center for campus services houses several administrative departments of the University, including the Purchasing Department, the Buildings and Grounds Department, and the University's major service facilities, including repair and maintenance shops and stock and storage areas.

Faculty Center

The Faculty Center contains club facilities, lounges, the faculty dining room, a private dining room for faculty groups, and apartments for visiting faculty, lecturers, and guests of the University.

Feldberg Computer Center

The Feldberg Computer Center, located centrally on campus, houses computer equipment for research work in the life, natural, and social sciences, humanities, and the arts, and provides teaching and administrative facilities.

Ford Hall

Ford Hall contains classrooms, laboratories, faculty offices, and an auditorium seating 500, used for lectures, large student meetings, and major conferences.

Friedland Research Center

Joined to Kalman Science Center by an overhead corridor of glass and stainless steel, Friedland Research Center provides four stories of modern laboratories which house research in biochemistry and related life sciences.

Gerstenzang Library of Science

The central structure of the science quadrangle is the Gerstenzang Library of Science. This building also includes lecture-demonstration auditoria. The library contains stacks, along with facilities for preparation and use of microfilms, a periodical room and journal reading area, office and other library administration facilities. The lecture-demonstration halls are constructed as amphitheatres, one seating 300 and the other 100. This unit is connected to all other buildings in the University's science complex.

Goldfarb Library

Near the center of the campus, Goldfarb Library is a brick, limestone and glass structure. On the periphery of its open stacks are student study carrels and faculty studies. Seminar rooms are provided for courses requiring intimate and immediate access to library resources in specific research and reference areas. The library also contains audio-visual aids, specialized reading rooms, typing rooms and lounges. Works of art from the University collection are on display in its galleries.

Golding Judaic Center

Overlooking the campus from the northeast corner of the Academic Quadrangle, Golding Judaic Center contains classrooms devoted to the study of the Near East, Judaics and related subjects. Classrooms and faculty offices ring its large, central lecture hall.

Golding Medical Outpatient Services Building

This facility is adjacent to the University infirmary and provides treatment room, consulting, examining and medical records rooms.

Goldman-Schwartz Art Studios

The Goldman-Schwartz Art Studios provide classrooms, faculty offices and sculpture areas for the Department of Fine Arts, and studios for faculty, advanced students and artists-in-residence. Its completion marked a major step in fulfilling the master plan for a unified creative arts enclave extending across the southwest campus.

Goldsmith Mathematics Center

A unit of the science quadrangle, the Goldsmith Mathematics Center provides classrooms, seminar rooms, research offices, faculty offices and a mathematics library for the use of the Mathematics Department.

Hayden Science Court

The Charles and J. Willard Hayden Court, comprising several acres in the central campus area, is the site of present and projected science facilities of the University. This area has been set aside as a memorial to two generous benefactors, whose pioneer gift stimulated the extensive scientific programs of the University.

Heller School

The Florence Heller Graduate School for Advanced Studies in Social Welfare is located in the Heller Building overlooking the campus. The University's only professional school, the Heller School is a major training ground for social welfare policy makers and teachers.

Hiatt House in Israel

Hiatt House is located in the Talbieh section of Jerusalem, near the famed Rose Gardens, a favorite attraction for visitors. It provides classrooms, offices, library, and dining hall for administrators, students, and teachers in the Hiatt Program. Hiatt House is sponsored by Brandeis Trustees' chairman and Mrs. Jacob Hiatt of Worcester, Mass.

Kalman Science Center

The University's first structure devoted entirely to science, Kalman Science Center continues to be the key facility in the growth of the University's science facilities. This Center contains instructional and research laboratories for the undergraduate School of Science and for the advanced work of the Graduate School of Arts and Sciences.

Kosow Biochemistry Building

A unit of the Biochemistry Research Center located to the east of the original science facility of the University, and joined to it on all floors, this building provides additional modern laboratories where research in biochemistry and the related life sciences is conducted.

Lecks Chemistry Building

Also adjoining the existing original science facilities, the Lecks Chemistry Building provides modern laboratories and research spaces for the expanding chemistry research program of the University.

Philip W. Lown School for Near Eastern and Judaic Studies

The continuing growth in emphasis on Near East, Judaic and Contemporary Jewish Studies has made it necessary to provide additional facilities to accommodate existing and projected University programs in those areas. The Philip W. Lown School for Near Eastern and Judaic Studies is located in the Academic Quadrangle, adjacent to the Humanities Center. This building contains classrooms, seminar rooms, faculty offices, graduate study spaces, a language laboratory, an archeological studies laboratory, and an auditorium seating approximately 100 persons.

Mailman House

Mailman House contains the University's psychiatric and psychological counseling staff as well as seminar rooms. The Center is located adjacent to the Infirmary on South Street.

May Memorial Hall

The Morton May Memorial Hall is a striking glass, brick and granite structure which provides office and teaching spaces for the African and Afro-American Studies Department and other programs. The building includes a spacious lounge for student meetings, colloquia, and seminars.

Olin-Sang American Civilization Center

On a hillside overlooking the library and the Three Chapels, the Olin-Sang American Civilization Center provides unique seminar-classroom halls which include display areas for original manuscripts and source materials relating to the courses offered. Included are the Diplomatic Studies, Human Rights, Lincoln, Presidential, Washington, Judicial, Legislative, Ethnic Studies, and Slater Halls. The Shapiro Forum, which is the building's lecture auditorium, is patterned after the United Nations General Assembly hall.



Pearlman Hall

A circular lounge, walled in glass, is a unique architectural feature of Pearlman Hall. Its main building contains classrooms and seminar rooms and houses the Sociology Department.

Pollack Fine Arts Teaching Center

The expanded art teaching program at the University has made it necessary to provide additional facilities. The Maurice Pollack Fine Arts Teaching Center includes a specially designed lecture hall for teaching art history and a multi-purpose studio and photo study room. This center is located between the Art Studios and the University Museum.

Rabb Graduate Center

The rapid growth of the University's Graduate School of Arts and Sciences has made it necessary to expand the facilities allocated for Graduate School programs. The Rabb Graduate Center provides administrative and faculty offices, seminar and teaching rooms, and study space for graduate students.

Rapaporte Treasure Hall

Rapaporte Treasure Hall adjoins the University's main library and is a repository for rare books, incunabula and other treasures. Its upper level serves as the main exhibition area; its balcony accommodates readers and staff. The lower level provides a storage vault for rare items with special safeguards insuring against fire and theft.

Rose Art Museum

Located within the Creative Arts Enclave, the Rose Art Museum is the focal point for the University's rapidly burgeoning art collection. On permanent display are portions of the noted ceramic collection of Trustee Emeritus and Mrs. Edward Rose. Major loan exhibitions are placed on display during the academic year as well as selections from the University's permanent collection. The wishing pool on the lower level provides a pleasant setting for quiet reverie.

Rosenstiel Basic Medical Sciences Research Building

The Lewis S. Rosenstiel Basic Medical Sciences Research Building is a major science research facility that houses all of the activities of the Rosenstiel Research Center and offers the scientists working in the Center sophisticated and modern scientific facilities and equipment. Located adjacent to existing biochemistry facilities, the Rosenstiel Building has three floors devoted to laboratories and specialized research spaces. In addition, the building includes administrative offices, seminar rooms, a research library, glass blowing facilities and a large instrument resource room. The Rosenstiel Basic Medical

Sciences Research Building was created through the largest single gift in the University's history.

Sachar International Center

The Center is a tribute to Dr. Abram L. Sachar, first President of Brandeis University, and Mrs. Sachar. It includes classrooms, meeting rooms, a lecture hall, a library-lounge facility, administrative office spaces for all international programs, faculty offices, and the office of the Chancellor of the University. Underwriting for this facility has been provided by a large number of friends as a tribute to Dr. Sachar. It contains the Silver Lecture Hall, the Lazar Library and the Goldstein Terrace.

Shiffman Humanities Center

Atop a hillside where its glass walls reveal spectacular views of the campus and the country north of Boston, Shiffman Humanities Center employs a new academic concept in educational architecture. Original manuscripts, portraits, and source materials related to courses being offered are displayed in the seminar rooms. The latest in electronic language teaching facilities is employed in the building's language laboratory. Included are the Language and Phonetics, English and American Literature, Classics, Philosophy, Renaissance, Germanic and Asian Studies Halls.

Slosberg Music Center

Located at the campus entrance, the Slosberg Music Center includes classrooms, practice rooms and office facilities for the Music Department. The Center has its own music library and a recital hall with carefully designed acoustics. Slosberg Recital Hall is the location of the University's rich program of chamber music concerts and solo performances. It also houses the University's baroque organ, given by Mrs. Aber D. Unger of Baltimore, Md., as a memorial to her late husband.

Spingold Theater Arts Center

The Spingold Theater Arts Center is a unique and imaginative concept translated into exciting design. With a theater-auditorium as its hub, the circular Center includes areas for every facet of the teaching and performing arts; workshops, design rooms, costume preparation and storage areas, rehearsal and dressing rooms, a little theater and a dance studio. Spacious areas are equipped as classrooms and offices, and the lobby displays painting, sculpture and other treasures. The Center's location on the southwest campus places it at the hub of Brandeis' creative arts teaching facilities.

Stoneman Infirmary

On the forward slope of the campus, near the Castle, the Infirmary houses a first aid treatment room, lounge, and rooms for sixteen bed patients.

Sydeman Hall

This annex to Ford Hall houses laboratories, classrooms, faculty offices, and the University's Department of Security and Safety.

Ullman Amphitheatre

Utilizing a natural bowl below the science quadrangle, the Amphitheatre is the colorful setting for University convocations and commencements.

Wolfson-Rosensweig Biochemistry Building

A unit of the Biochemistry Research Center located to the east of the original science research center and joined to it on all floors, this building provides additional modern laboratories where research in biochemistry and related life sciences is conducted.

Charles H. Yalem Physics Building

A unit of the science research center, the Charles H. Yalem Physics Building includes research offices for theoretical physicists, laboratories for research in physics, and newly developed research areas for investigations in high energy physics.

Athletic Facilities

Memphis Tract

A twenty-six acre area on the east edge of the campus, Memphis Tract contains the Shapiro Athletic Center, Linsey Sports Center, Marcus Field, Gordon Field and Rieger Tennis Courts.

Gordon Field

One of the nation's most modern running tracks rings Gordon Field where the University's track and field squad plays host to teams from throughout the east. The central area provides playing fields for the University's intramural and club football teams and specialized accommodations for intercollegiate field events.

Linsey Sports Center

The Joseph M. Linsey Sports Center includes an Olympic-size swimming pool, squash courts, fencing room and other athletic teaching facilities. Connected to the athletic center, the sports center provides facilities for substantial enhancement of the University's physical education and intercollegiate athletic programs.

Marcus Playing Field

Brandeis' international student body has won respect for its soccer prowess on Marcus Playing Field, which also contains the varsity and practice baseball diamonds and a softball diamond.

Shapiro Athletic Center

Throughout the school year the main gymnasium operates day and night with varsity and intramural competition as well as physical education activities. The gymnasium is also used for public lectures, student dances and major conferences. In addition, classrooms, offices for the physical education faculty, team and physiotherapy rooms and dressing rooms are included in Shapiro Athletic Center.

Rieger Tennis Courts

The Rieger Tennis Courts are used for informal, intramural and intercollegiate tennis competition. They are located to the rear of the Shapiro Athletic Center.

Residence Halls

Campus living accommodations consist predominantly of double rooms, some single rooms and suites. Each residence hall has its own lounge or lounges. Modern laundry facilities and other conveniences are available to all students. Each resident student should bring blankets, lamps and such rugs and decorations as desired. Arrangements for linen and towel service may be made through the University. There are eight campus residence areas. Freshmen are assigned rooms in either Massell Quadrangle or Leon Court. Upperclassmen choose accommodations at room drawings held each spring. For more specific information, see "Residence."

East Quadrangle and Swig Student Center

The East Quadrangle residence halls include Hassenfeld House, Rubenstein Hall, Pomerantz Hall, Krivoff House, and Shapiro Brothers Hall. A large central lounge serves all of these buildings, and the entire area is complemented by the Benjamin and Mae Swig Student Center which includes a dining hall and lounge facilities, as well as a terrace for student receptions and social activities. The Swig Student Center is connected to the dormitories of the East Quadrangle by an overhead walk.

The Foster Student Living Centre

This new complex of undergraduate student housing apartments honors Brandeis Fellow Mrs. Joseph C. Foster of Leominster, Mass., her late husband, who was a Trustee of Brandeis, and other members of the Foster family. The innovative design of the Foster Centre, which is located near the University's athletic facilities, features apartments built around a courtyard-duplex format. Groups of four to six students live in an apartment, each of which is complete with living room, dining room kitchen, bedroom-study areas, baths, and private entrances. The Foster Centre is made up of four clusters of nine units

apiece, providing a total of 36 individual apartments and living accommodations for 186 students.

Graduate and Married Student Apartments

In order to meet the very substantial need for housing graduate students and married undergraduate students, the University has constructed a cluster of buildings which provides 160 apartments, as well as social facilities and a children's playground. The central building in this complex is named for Max and Ann Coffman of Brockton, Mass., and a second building is named for Brandeis Fellow Ollie A. and Mrs. Cohen of Miami Beach, Fla. The Dushman-Gornstein Commons Room was given by Hyman Dushman of Brockton, Mass., and the Henry and Doris Gornstein Foundation.

Leon Court

Leon Court has four dormitories and a large student center-dining hall grouped around an attractive, wooded quadrangle. Each dormitory unit contains fully equipped student rooms, a lounge and a large recreation room. Dormitories in this quadrangle are the Scheffres, Gordon, Cable and Reitman Halls. The student dining hall is Milton and Hattie Kutz Hall.

Massell Quadrangle

Massell Quadrangle consists of Shapiro, DeRoy, Renfield and Usen Residence Halls, and the Sherman Student Center. Each unit has functionally equipped rooms with maximum living and closet space. Ground floor lounges overlook the central quadrangle and the walks encircling Anne J. Kane Reflecting Pool.

Ridgewood Quadrangle

Emerman, Fruchtman, Danciger, Allen and Rosen Residence Halls comprise the University's living areas for students on the south campus. Each hall has two lounges opening on the quadrangle.

Rosenthal Dormitories

Adjacent to the Massell Quadrangle are three dormitories which accommodate a total of 168 students.

The Usen Castle

An imposing structure designed after medieval architecture and completed a decade before Brandeis was founded, the Irving and Edyth Usen Castle has been remodelled into single, double, and larger rooms. Its ground floor houses the student-operated coffee shop, *Cholmondeley's*. On the second level of the Usen Castle is the Usen Commons, a circular, conservatory-style lounge, used for dances and social functions. Greater Boston spreads out in a panoramic view from the windows of Usen Commons.

Schwartz Residence Hall

This companion structure to the Usen Castle dormitory houses rooms and a lounge, furnished in contemporary style.

Student Centers

Sherman Student Center

The glass walls of The George and Beatrice Sherman Student Center rise from the ground level to roof, overlooking Massell Quadrangle and the Kane Reflecting Pool. Its ground floor dining hall serves several hundred students daily. Along the upper level are located a large lounge, game room and two smaller dining rooms. Bulletin boards of these rooms serve as the major communications center for student activities, and the walls frequently are hung with special art exhibits. Dances, parties and meetings often occupy the entire building on busy evenings.

Feldberg Lounge

Spacious and comfortable, this glass and brick walled lounge in the Sherman Student Center is used for informal discussions, lectures, songfests and conferences, and is a favorite student meeting place between classes.

Kutz Hall

A towering ceiling, attractive furnishings, and a site overlooking Greater Boston, make Kutz Hall a versatile and popular student dining hall. Banquets seating 500 can be held on its main floor. An outdoor terrace and commodious balcony provide unusual settings for receptions and student social activities. Folding walls under the balcony permit creation of private rooms for dinner meetings of student or faculty groups. The towering north wall of Kutz Hall mirrors the rest of Leon Court in its more than 8000 square feet of glass.

The Stein

Located in the Sherman Student Center, *The Stein* is a student operated tavern offering sandwiches, light meals, beer and wine. *The Stein* is a popular gathering place for students throughout the academic year.

Usdan Student Center

The Usdan Student Center complex incorporates student social, cultural, and recreational facilities as well as student personnel and administrative services. It is located close to most teaching, residence, and dining facilities, and houses an assembly and banquet hall seating 1,000 people, the University bookstore, mailroom, campus cafeteria, lounges and conference rooms for formal and informal student affairs. The director of the Center and the staff maintain a broad program of cultural, social, and educational events. The office of the

Director of Residence, and the Dean of Student Affairs offices, including the Registrar and class advisors, occupy the northeast wing of the building. The Center also houses student clubs and organizations, social areas, music listening and reading rooms, the campus radio station (WBRS-FM), *The Justice* (the student newspaper) and Student Council offices, as well as billiards, table tennis, and other recreational areas. In addition to the main building, the Usdan Student Center includes the Gluck, Scheinfeld, Winer and Wuliger Buildings, the Faneuil Recreation Hall, and the Maurice Levin Memorial Hall.

Dining Halls

University dining halls are located in Kutz Hall, and Sherman Student Center. A separate kosher kitchen is maintained in Sherman. In addition, light refreshments are provided in *Cholmondeley's*, a coffee house operated by students in the Usen Castle, and in *The Stein*, located in the Sherman Student Center. The Usdan Student Center houses an ultra-modern cafeteria with a seating capacity of 375.

The Three Chapels

The University's three chapels: Berlin (Jewish), Bethlehem (Catholic) and Harlan (Protestant), serve the Brandeis community through services which take place here under the aegis of the Hillel Foundation, Newman Club and Student Christian Association. Conventional, traditional services as well as innovative and experimental ones are held regularly. The chapels are also used for marriages, christenings, confirmations, etc. Many enjoy the beauty and serenity of the chapels for meditation. A centrally located outdoor pulpit serves larger gatherings.

Brandeis House

Located in New York City, Brandeis House, a gift of Brandeis Fellow Mrs. Frances Spingold, serves as a base of operations in New York City for the National Women's Committee, the Alumni, and the Parents' Association. The Brandeis House also includes offices for the President and other University staff when in New York City. Renovation costs were underwritten by Mr. Harry Waxman of New York City, a Fellow of the University.

Maintenance Funds

As the University's physical plant expands, the cost of maintaining buildings and grounds imposes increasingly on its general funds. However, supplementations to help meet these costs have been made available through the generosity of individuals and foundations.

Louis D. Beaumont Foundation Fund

The Louis D. Beaumont Foundation of Cleveland, Ohio, has provided funds for general purposes, including maintenance, since the early years of the University.

Harry Pearlman Endowment Fund

A portion of a major gift to the University by Brandeis Fellow Harry Pearlman of New York, has been directed to building maintenance.

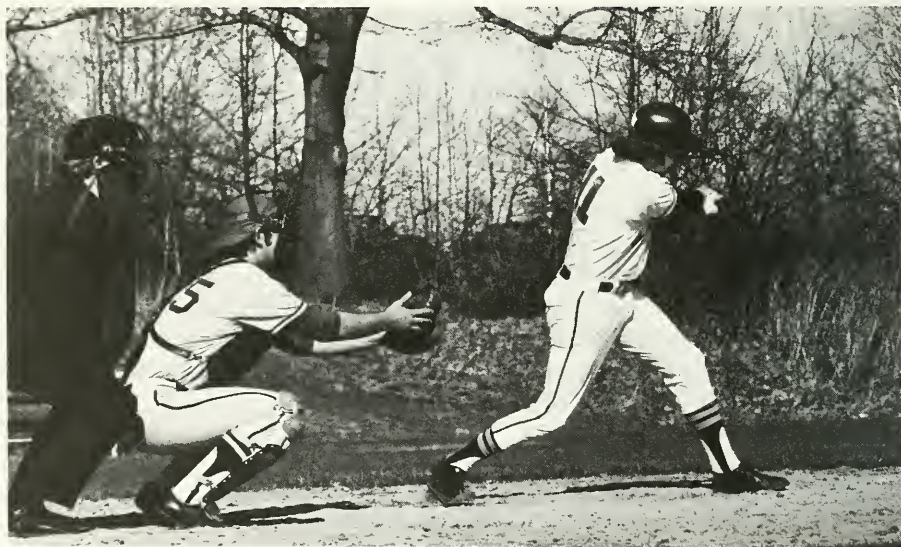
David and Irene Schwartz Fund

Under provisions of a special grant from Brandeis Trustee David and Irene Schwartz, funds have been provided for a systematic landscaping of the campus to achieve a harmony between the terrain's natural beauty and the architecture as conceived and executed by some of the nation's noted architectural figures.

Facilities Projected or Under Construction

Foster Biomedical Research Laboratories

To support Brandeis' growing programs of science research, the University is constructing the Henry and Lois Foster Biomedical Research Laboratories, an animal research and teaching facility. Located adjacent to the Rosenstiel Basic Medical Sciences Research Center, these laboratories have been described as essential for research in life sciences at Brandeis. In addition to its highly-controlled, disease-free environment so critical to successful biomedical research, the Foster Laboratories will meet or exceed federal regulations for the humane treatment of animals and regulations prescribing the types of personnel to operate the program.



The College of Arts and Sciences

Office of the Dean of the College

The Dean of the College assumes responsibility for many areas affecting the academic lives of undergraduate students; these include leadership in curricular development through the Educational Policy Committee, review of the academic progress of students through the Committee on Academic Standing, administration of programs such as International Programs, the Transitional Year Program, Independent Concentrations, and coordination of academic advising resources on the campus.

Leaves of absence, withdrawals, readmissions, advanced placement, and cases of unsatisfactory academic records are among the matters for which the Dean's Office has direct responsibility.

In addition, the Dean of the College has administrative supervision of the Office of Admissions, the Office of the Assistant Dean of the College for Academic Services-Registrar, and the Office of Student Affairs.

Office of the Dean of Admissions

Admission of Freshmen

The University selects new students each year on the basis of merit, admitting those individuals whom it believes to be best prepared, academically and personally, for the University's educational program and most likely to contribute to and profit from the life of the Brandeis community. Although it chooses a class varied in its interests, talents and experience, it uses no quotas of any kind—geographic, racial, religious or economic.

In its evaluation of candidates, the Admission Office weighs evidence of accomplishment and development; school and teacher statements based on previous study and experience; relevance to the application of any test results; and impressions gained through the application.

Admission Requirements for Freshman Candidates

(For schedule of application and admission procedures, please see page 42)

To be considered for freshman admission, a candidate should be enrolled in a college preparatory course. Students planning to enter college before the completion of their secondary school programs, veterans or other persons with equivalency diplomas or special school backgrounds should write directly to the Dean of Admissions regarding their interest and experience.

An adequate course in preparation for Brandeis should include four years of English, three years of a foreign language, including study during the senior year, whenever possible, (two years each of two languages is acceptable but less desirable), three years of college preparatory mathematics (prospective science concentrators should present a year of advanced mathematics), at least one year of science (chemistry, physics or biology), and one year of history. The remaining courses should generally be in traditional college preparatory studies. It is recognized, however, that courses in the creative arts are of value to students intending to concentrate in these fields in college.

The Scholastic Aptitude and Achievement Tests of the College Entrance Examination Board are regarded by the Committee on Admissions as one of several factors in a candidacy and as a method of evaluating the qualifications of candidates from different schools and areas. All candidates must take the Scholastic Aptitude Tests and three Achievement Tests. It is strongly recommended that the candidate take the Achievement Tests in: a) English Composition; b) a foreign language; c) mathematics or science. Results of Scholastic Aptitude and Achievement Tests taken between and including February of the junior year and February of the senior year are preferred for consideration.

Full information concerning testing may be obtained from secondary school guidance counselors or directly from the College Entrance Examination Board, Box 592, Princeton, N. J. 08540; or Box 1025, Berkeley, Calif. 94707. The candidate should direct the Board to report scores to the Dean of Admissions.

Early Decision

Brandeis offers admission to qualified freshman candidates under its Early Decision Plan. This Plan is designed for those students who, after carefully and critically considering various college options, have decided firmly that Brandeis is their first choice. Early Decision candidates must sign a statement on the application indicating that they wish Early Decision consideration and that they will definitely enroll if admitted. Early Decision candidates may file other regular applications with the understanding that these will be withdrawn if they are accepted on an Early Decision basis by Brandeis. All applications for Early Decision must be received by November 1 and all supporting credentials by November 15, including SAT's and as many Achievement Tests as have

been completed. Candidates not accepted under Early Decision will automatically be considered in the regular review period for the April 15 notification date. Further detailed information about the Early Decision Plan is contained in the admissions application.

Advanced Standing

Work at Other Institutions of Higher Education

In September, petitions for exemption from specific courses may be made to the Council Chairman of the appropriate school (e.g., Humanities) for recommendation to the Committee on Academic Standing. Petitions are initiated through Office of the Dean of the College.

Advanced Placement

Brandeis University participates in the Advanced Placement Program of the College Entrance Examination Board. The examination qualifying score (i.e., 3, 4, or 5) necessary to receive credit is recommended each year by the appropriate department to its School Council. The Biology Department requires, in addition, that all concentrators seeking Advanced Placement credit take an additional examination when they arrive on campus for the fall term. Credit is granted at the discretion of the department and its School Council. Departments may allow Advanced Placement examinations to fulfill prerequisites and requirements for departmental courses. Distribution requirements may be met with work completed through Advanced Placement as approved by the appropriate School Council. Students wishing to have their Advanced Placement Examination Record considered must request the College Entrance Board to forward a report to:

Coordinator of Advanced Placement
Office of the Dean of the College
Brandeis University
Waltham, Massachusetts 02154

Students who demonstrate prior preparation (e.g., college level courses taken at high school) may petition the appropriate department to administer an examination in order to obtain advanced course placement and/or Brandeis credits. Examinations which the departments agree to administer and evaluate must be taken within the first semester of residence. The examination cannot be taken after a student has had an advanced course in the same subject.

The amount of advanced placement credit awarded to either freshmen or transfer students is not limited. However, the rule of the two-year residency requirement (64 credits at present) for the Brandeis degree will apply.

Freshmen who feel that the placements in specific courses which have been

assigned to them at registration are not appropriate, should consult the advising chairman of the department concerned.

Admission Requirements for Transfer Candidates

(For schedule of application and admission procedures, please see page 42)

The Committee on Admissions welcomes applications from individuals whose promise and prior attainment is in keeping with the opportunity for a continuation of concentrated scholarly study at Brandeis. Whenever desired, applicants will be granted a conference with a faculty member in the area of academic interest. Some financial aid is reserved annually for transfer candidates.

Transfer admission is granted solely in keeping with the University's degree requirement of a minimum of *two years* of full-time study. To be considered for admission a candidate should present in applying, evidence of good standing, academically and personally, in his or her preceding college and sound reasons for wishing to transfer.

In its selection of transfer candidates, the Committee on Admissions gives major consideration to the quality of college level work completed and some consideration to further evidence of promise for achievement at Brandeis based on the secondary school record, personal evaluations by the appropriate dean, and by an instructor, testing, and information conveyed by the candidate. Candidates should submit at least Scholastic Aptitude Test scores from testing completed during secondary school or no later than April of the year of application.

Part-Time Degree Program

Admission to the part-time degree program at Brandeis is based upon the same standards as are used in the admission of regular full-time degree candidates, except that part-time degree applicants must also demonstrate that they are unable to proceed toward the A.B. degree at the normal rate of work required of full-time students. A personal interview is required.

Part-time degree candidates pay on a course-by-course basis (\$443.75 per semester course for 1975-76). In order to receive the baccalaureate, they must meet *all* degree requirements, except rate-of-work requirements, that apply to full-time students. The work on the baccalaureate must be completed within eight calendar years of admission to part-time degree candidacy. Credit will be given for course work done elsewhere if it meets University transfer credit criteria.

Schedule of Application and Admission Procedures

	<i>Freshman Candidates</i>	<i>Transfer Candidates</i>
Request for application and current catalog	After July 1	same

Application filing period (admission <i>and</i> financial aid)	Sept. 15—Feb. 1	Sept. 15—April 1
Application fee (non-refundable, to be filed with application)	\$20	\$20
Conference (optional) Calendar:		
<i>On-Campus</i> (Office of Admissions)	June 15—Feb. 15 9:30 A.M.—3:30 P.M. Weekdays only	June 15—March 15 same

On-campus appointments should be requested in advance by telephone or by written suggestion of alternate dates for visiting.

	<i>Freshman Candidates</i>	<i>Transfer Candidates</i>
<i>Off-Campus</i> (Closest major city) Appointment must be requested before Feb. 1	late fall or early winter	same
General mailing date for decisions	On or about April 15	On or about June 1
Deadline for filing Matriculation Fee	May 1	2 weeks after mailing of decision

For the most current information regarding admissions procedures and deadline dates, prospective candidates should consult the instructions accompanying the application.

The address for the forwarding of all inquiries, materials and test results is:

Office of Admissions
Brandeis University
Waltham, Massachusetts 02154
Telephone: 617-647-2880

Special Student Status

The University accepts as Special Students for the fall and spring semesters a small number of persons who are not candidates for a degree at Brandeis and who wish to elect one or more courses for which they are qualified and can demonstrate special need. Special Student status is subject to approval on a semester basis. Neither residence nor financial aid is available to Special Students, and no Special Student may take precedence over a degree candidate in any limited enrollment course.

Persons interested in Special Student status should apply by August 1 for the fall semester and by January 1 for the spring semester.

Office of the Assistant Dean of the College for Academic Services/University Registrar

The Assistant Dean of the College has responsibility for both the Office of the Registrar and for the Office of Financial Aid and Student Employment.

Office of the Registrar

The Office of the Registrar (Usdan Student Center) secures and maintains the official records of students. This office conducts registration, enrolls students in courses, arranges the schedules of classes and administers midyear and final examinations. Students who have class or examination conflicts should consult the Office of the Registrar. Petitions for permission to take either half of a whole course for credit may be obtained at this office early in November of each year. Petitions for permission to take courses at summer schools for credit toward the Brandeis degree may be filed at this office in the spring of each year. At the end of each year students receive a report of their grades and of their progress toward the degree. This office issues the official transcript of the University on request.

Office of Financial Aid and Student Employment

Brandeis maintains an active financial aid program consisting of scholarships, loans and jobs. The staff of the Office of Financial Aid is available to assist parents and students in planning to finance four years of undergraduate education.

Financial aid is awarded by the Financial Aid Committee after a careful analysis of the family's ability to support the student's costs of education. Included in the analysis is the ability of the family to contribute from current income and assets, the student's ability to earn through summer and term-time employment and the ability of the student to assume long-term, low-interest loans. The difference between a family's ability to support the student and the actual costs of education is determined to be the student's financial need. The Committee will attempt to meet the established need through a financial aid "package" consisting of scholarship, loan, and job assistance.

Costs

An average student expense budget for 1975-76 is as follows:

	<u>Resident</u>	<u>Commuter</u>
Tuition and Required Fees	\$3580	\$3580
Room	750	—
Board	1000	—
Housing and Travel Allowance	—	1050
Books and Supplies	150	150
Miscellaneous	<u>500</u>	<u>500</u>
Total	\$5980	\$5280

Financial Aid Policy

1. All students receiving grant aid will be expected to assume loan and work obligations. The loan and employment combination of the financial aid package takes into consideration the year in college, family income, family obligations and future earning potential. Loans may be reduced by the students' contributions from increased earnings.
2. Financial Aid applicants are required to apply for the Federal Basic Educational Opportunity Grant Program and for State scholarship programs where available. If an eligible student does not make an application to the Basic Educational Opportunity Grant Program, the full amount of aid for which he or she was eligible will automatically be deducted from grant aid given by Brandeis.
3. Students are required to report all scholarships and grant aid received from sources other than the University. All non-University scholarship and grant aid will be deducted from the Brandeis grant. If the outside grant exceeds the Brandeis grant the remainder will be credited to the student's account. University loans will not be reduced as a result of such aid. This policy will enable the University to assist other needy students for whom grant aid was previously unavailable.
4. All students must reapply for financial aid each year. Applications are distributed by the Office of Financial Aid in early December. The deadline for applying for financial aid is March 1.
5. The amount of aid received is adjusted yearly. During the Committee review, adjustments are made for changes in income from the previous year. Families are asked to file the previous year's Federal Income Tax statement in support of the application.

6. Although the University will endeavor to maintain financial aid for those students awarded aid prior to matriculation, the University in no way obligates itself to such a policy, nor will it under any circumstances feel obliged to continue such aid to a student who does not make acceptable progress toward the degree, or to a student who requires more than 32 semester courses at Brandeis to complete degree requirements.

7. If a student on financial aid wishes to accelerate the academic program by taking extra courses, the student may apply for financial aid to cover the billed cost of these courses.

Loans

1. National Direct Student Loans—Interest is not charged and repayments are not expected (1) while the recipient is carrying at least a half-time program in college or graduate school, (2) while he or she is in the Service, in the Peace Corps, or in Vista (for up to three years), and (3) for nine consecutive months thereafter. Interest then is at the rate of 3% per year, and repayment may be made over a ten-year period (with a \$45 minimum quarterly payment). Cancellation of a portion of the aggregate loan is available for service as a teacher of the handicapped or in a low-income school district or for service in the U.S. Armed Forces.

2. Federally Insured Student Loan Program—Students from families with adjusted incomes under \$15,000 per year may receive loans with interest paid by the federal government as long as the borrower is in school. Nine months after leaving school the borrower begins a ten-year repayment period during which time 7% interest is charged. Information and applications for this program are available from banks, savings and loan associations, and credit unions. In extenuating circumstances where an applicant is unable to secure a federally insured loan, an application for the loan may be submitted to Brandeis.

Student Employment

The Student Employment section of the Office of Financial Aid seeks to provide job placements to students seeking work on campus and in the Waltham area. This service is available to all students, regardless of whether or not they are receiving financial aid. Interested students should register in the Office of Financial Aid.

Generally speaking, students who receive jobs as part of their financial package should plan on using the earnings for purchase of books and supplies and for personal expenses. Job earnings are not available to apply toward billed charges from the University at the beginning of each term.

Financial Aid to Transfer Students

A limited amount of financial aid is available for students entering Brandeis as transfer students from other institutions of higher education. Applicants who could not afford to attend Brandeis without financial assistance should submit the Application for Financial Aid to Transfer Students that is enclosed with the admission application. The application for financial aid is due at the same time as the application for admission. Since funds for transfer students are limited, transfer applicants should thoroughly explore alternate plans for financing their education at Brandeis.

Foreign Students

Wien International Scholarships

Students from countries other than the United States and Canada who will be in the U.S.A. on non-immigrant visas will be considered for Wien International Scholarships. Wien Scholarships are rarely awarded at the freshman level. Preference for Wien Scholarships is given to students who have completed the first or second year of university study in their home countries and can qualify for admission to Brandeis on the sophomore or junior level.

Joseph and Esther Foster Israel—Brandeis Fund (Maálot Memorial Scholarships)

A limited number of scholarships are available to students from Israel for study at Brandeis. Maálot scholarships are awarded on the basis of financial need and academic promise.

In general, funds for foreign students are extremely limited beyond Wien International and Maálot Memorial Scholarships. In no case will a scholarship awarded to a foreign student include funds for travel expenses.

Office of International Programs

This office administers the Wien International Scholarship Program (see pages 16 and 67), the Jacob Hiatt Institute in Israel (see pages 20 and 65), the Abram L. Sachar International Fellowship Program (see pages 17 and 66), and the Saval-Sachar Summer Research Scholarship Program (see pages 17 and 66).

It serves as the counseling center for more than two hundred students who come here from Asia, Africa, Europe, and South America. It advises students of special social and educational activities and provides assistance in fulfilling the legal procedures required by the U. S. Immigration Service, i.e., obtaining permits to work and other documents necessary for extended periods of study.

In addition, the office advises on Study Abroad (see page 65) and on foreign grants available through the Fulbright, Rhodes, Sachar, Watson, D.A.A.D., Marshall and other scholarship and fellowship programs.

Office of Student Affairs

The Office of Student Affairs is responsible for the quality of student life and student development. Among this office's areas of concern are cultural, intellectual, and recreational programming, the residence system, the availability of professional resources to aid students in their present endeavors and their future planning, and disciplinary referrals.

Located in the Usdan Student Center, the Office of Student Affairs is responsible for co-curricular programming, advising, supporting, and coordinating student groups and activities, the smooth operation of the multi-purpose Usdan Student Center and other campus programs such as orientation and parents' weekend. The staff, in conjunction with undergraduate students and faculty, maintains a varied program of social, cultural, and intellectual events during the academic year. Policy formulation and committee work of import to student life and activities is also focused here.

To further the objective of student growth, the Office of Student Affairs coordinates the following departments and services:

Athletic Activities

Recognizing the importance of athletics in a sound college educational program, Brandeis University offers a wide variety of organized sports. All aspects of college athletics, however, are subordinate to the essential educational purposes of the University. The athletic program exists for the welfare of the students and for the contribution it can make to their educational experience. A physical examination is required before participation in any organized sport.

The University fields varsity teams for men in soccer, baseball, basketball, fencing, lacrosse, cross-country, track, tennis, golf, sailing and swimming. Women engage in varsity basketball, fencing, tennis, softball, swimming and synchronized swimming. The varsity squads compete against teams representing colleges and universities which regard athletics in the same spirit as Brandeis University. Playing on a home-and-away basis, Brandeis teams have scheduled competition with teams from the Midwest, the South and New England. Brandeis is a member of N.C.A.A., New England Athletic Conference, Eastern Collegiate Athletic Conference, and the Greater Boston Collegiate Athletic Association. All home athletic contests are played on the campus at Gordon Field, Marcus Field, Rieger Tennis Courts, Shapiro Athletic Center and the Linsey Sports Center.

Believing in the value of athletic participation for both conditioning and relaxation, the University maintains a full array of intramural programs. Competitions are organized in various sports on a volunteer-team basis. The in-

tramural program includes flag-football, basketball, softball, tennis, table tennis and swimming. Residence hall and commuter teams have also been organized in these sports, with the competitive aspects subordinated to the enjoyment of the game.

The Office of Career Counseling and Information

The Office of Career Counseling and Information assists undergraduates and alumni with their graduate and career plans. The staff offers individual counseling, group experiences, and a variety of services to assist realistic and humanistic goal-setting and life-planning.

The career library has a complete file of graduate and professional school bulletins, financial aid information, major test applications (MCAT, GRE, LSAT, etc.), vocational literature, a permanent job listing and teacher openings, among others.

The staff assists seniors and alumni with preparation and distribution of job applications and credentials. Coordination of interviewing with representatives from educational, governmental and business organizations is provided. All students are encouraged to make use of the resources.

Residence Office

The undergraduate college is essentially a residential college with nearly 70% of the undergraduate students living in the residence system. The Director of Residence coordinates the Residence Office in the Usdan Student Center, and supervises the residence staff. This department is responsible for the smooth administrative operations of the undergraduate dormitories, as well as counseling and programming within the residence system.

The residence halls are grouped into seven living areas ranging in size from 140 to 400 students. Each area, except the Joseph and Esther Foster Student Living Centre, is under the supervision of a resident quadrangle director. In addition, resident counselors aid in the administration of several residence halls. Staff members are available to provide assistance to residents on academic, personal, and social matters.

Religious Activities

Religious activities and related programs are centered in the Three Chapels Association and are conducted by the student religious organizations: Hillel, Newman, and the Student Christian Association.

Hillel, the Jewish student movement on campus, embraces and welcomes Jews of all persuasions and interests. Hillel presents an extremely diversified program, including religious services, Holyday celebrations, a Sabbath lecture series, a free university network of unusual seminars and study groups (called

the "Lehrhaus"), social service projects, a Hebrew chorus, a workshop in Jewish crafts, a multi-faceted Israel program (including an annual Israel Drive), a Soviet Jewry Committee, and a Jewish Arts Festival.

The Bethlehem Chapel community, or Newman, is open to and attempts to serve the total Catholic community at Brandeis: students, faculty, and staff. There are Sunday and Daily Masses, hours for private and group consultation each afternoon, seminars, study groups, Holyday and Feast Day programs, and other events.

The Student Christian Association presents a variety of services and programs including poetry readings, slide shows, films and speakers.

Apart from sponsoring separate programs, the Three Chapels Association sponsors several important cooperative enterprises. Notable among these is the Helmsley Dialogue Series, which offers each semester discussions of controversial moral issues, special religious services, films, social action and service programs.

The three chaplains serve as advisors to these groups and are available to all persons within the University community for personal and religious counseling and informal exchange.

Student Activities

Usdan Student Center

The Usdan Student Center acts as a focal point for co-curricular and extra-curricular activities at Brandeis. The Center provides office space and facilities for student government and a broad range of student clubs and organizations. Undergraduate students play a major role in the operation of the building, both through the 60 student employees who work in the building, and through the Usdan Student Center Governing Board which determines policy and programming.

Student Government

Brandeis students consider themselves a part of a community dedicated to the advancement of liberal values, the enrichment of life experience and the deepening of learning. Organized as the Brandeis Student Union, they consider it their prime responsibility to create a democratic student organization, to increase the flow of new ideas and to provide enjoyable and creative recreational and cultural activities for all students.

The Student Union is the assembly of the entire student body. The Student Senate, consisting of elected officers and elected representatives from each class, meets weekly to conduct its business and supervise its programs. One of its major responsibilities is the collection and allocation of the Student Activities Fee.

Student Organizations

A variety of student organizations exists for all who are interested. Organizations are open to any matriculated student on the basis of competency or interest. No exclusive or secret societies may be organized.

Co-curricular activities include the Anthropology Film Group, Architecture Club, Art Club, Biology Club, Chemistry Society, Classics Club, Economics Club, German Club, Humanist Club, Italian Club, Music Club, Philosophy Club, Physics Club, Russian Circle and Psychology Club.

Religious activities are centered in the Three Chapels and are conducted by the three student religious organizations, the Hillel Foundation, Newman Club, and Student Christian Association. Each chapel has its own chaplain.

Musical, dramatic and dance activities include a band, orchestra, Folk Music Club, International Folk Dance Group, Israeli Folk Dance Club, Gilbert and Sullivan Society, Modern Dance Group and the Choral Union.

Other special interest groups are the African Circle, Afro-American Organization, Asian-American Student Association, Athletic Committee, Brandeis Ecology Group, Brandeis People's Bicentennial Coalition, Bridge Club, Campus Americans for Democratic Action, Chess Club, Committee for an Ideal Campus, Cycling Club, Dionysian Society, Film Club, *Folio*, Folk Music Group, Grito, Hort-a-cultural Society, Inner-City Brotherhood, International Club, Karate Club, Latin American Society, Linguistics Club, Mass. PIRG, New Politics Club, Outing Club, Photography Club, Pot Shop, Pre-Dental Society, Pre-Law Society, Pre-Medical Society, Revolutionary Communist Youth, Sailing Club, Ski Club, Student Film Society, Student Sexuality Information Service, Underwater Society, Yoga Club, and Women's Coalition. Community service groups include Afro-American Organization, Fernald Volunteers, Hillel, Puerto Rican Group, Teacher Aide Program, and the Waltham Group.

The campus radio station, WBRS-FM, is owned by the University and operated solely by the students. The station is licensed by the FCC to transmit on 91.7 Mhz to the Greater Boston community. A broadcasting schedule exceeding 100 hours per week includes programs of information, entertainment, and public service.

The Brandeis Debate and Forensic Societies offer a variety of intercollegiate programs for interested students.

Student Publications

The Justice is the student campus newspaper, edited and managed entirely by students to cover matters of campus interest. It is published weekly during the academic year. With the cooperation of the Office of Student Affairs, the Student Union annually publishes a *Yearbook* and a *Student Handbook*.

Committee on Student Life

This tripartite Committee is charged to make recommendations to the President regarding rules, regulations, and policies governing conduct on campus. It is responsible for recommending changes needed to improve the quality of life for the Brandeis community, and its jurisdiction includes extracurricular activities and the use of University facilities.

Honor Societies

Phi Beta Kappa

Phi Beta Kappa, for more than a century and a half, has fostered liberal education and has supplied a national criterion for the recognition of students of scholarly promise and attainment.

With the installation of the Mu of Massachusetts Chapter in 1962, Brandeis University became the youngest independent institution authorized to form a chapter of Phi Beta Kappa since the 18th century. Elections of members-in-course, alumni members, and honorary members, based upon scholarly attainment and distinction, take place at the end of the academic year. Seeking to stimulate scholarship and creativity, the society sponsors a competition to select and reward the best essay on any subject written in the course of study at the University.

Delta Phi Alpha

In 1962, a chapter of Delta Phi Alpha, the national German honorary fraternity, was established at Brandeis. Students are elected to Delta Phi Alpha on the basis of excellence in the study of German.



Academic Regulations

Rate of Work (Full-Time Degree Candidates)

A degree candidate is required to take four courses each semester. A student may take five courses in any semester without paying an additional fee and without obtaining special permission. A student who wishes to count the credit for a fifth course toward the semester course credit requirement for the degree (see paragraph below—Class Standing) must pay the fee for the course which is \$443.75. Permission to take less than four courses a semester may be granted only by the Committee on Academic Standing and only on grounds of illness or personal handicap. Permission to work and pay at the six course rate may be granted by the Committee on Academic Standing in exceptional circumstances.

Changes in Courses

During the semester, students in residence shall file their Final Study Cards for the succeeding term. At the beginning of each term students are allowed two weeks to make a change in their program without fee. New students and students returning from leaves of absence file Final Study Cards during the first two weeks of the semester.

During the first two weeks of the semester, students who wish to make changes in their program must file, at the Office of the Registrar, a course change form bearing the written approval of the instructor concerned and of the faculty adviser. Requests for program changes after the second week must be submitted to the Committee on Academic Standing; such requests are granted only in exceptional circumstances.

An exception to the above procedure is made for students who wish to withdraw from a fifth course without academic penalty. In such cases, an appropriate program change form must be submitted, together with a service fee of \$5.00 at the Office of the Registrar by the last day of the semester on which a class in that course is given.

Auditing

There is no formal audit status for undergraduate students. Students wishing to audit a course informally must secure the permission of the instructor.

Class Standing

The minimum number of courses required for advancement to each class is as follows: sophomore, 6; junior, 14; senior, 22. The minimum number of semester courses required for graduation is 32. A semester course is the equivalent of 4 semester-hour credits.

Attendance

Any student in good standing has unlimited cuts, provided the student completes the work in the course to the satisfaction of the instructor. A faculty member may, however, require attendance at his or her course, and every assignment must be completed even if the student has been excused for the period. Students on warning are permitted three cuts per course, each semester. *Students on probation are permitted no cuts.*

Classes begin at ten minutes after the hour and end on the hour. Tardy students may be marked absent at the discretion of the instructor.

A daily report is conveyed to the Dean of the College Office indicating those students who are confined to the Stoneman Infirmary because of illness or injury. If a student is required to remain at home or in an outside facility for health reasons, he or she must advise the University Health Services at the earliest opportunity regarding the date of onset of disability and the expected date of return. The Dean of the College will then be so informed. An excuse for absence from class for health reasons is then issued from the Dean of the College. Excuses are not issued directly by the University Health Services.

Reading Period

An instructor, with the approval of his or her Department Chairman or Interdepartmental Committee Chairman and the Dean of Faculty, may institute a reading period in advanced courses. A reading period is a two-week period, immediately preceding final examination, during which no classes are held. A student works on assigned course material not covered in class sessions. The reading period material will be dealt with in the midyear and final examinations.

Grades

Grades will be reported to the Office of the Registrar four times a year. In determining these grades, all components of the student's work in a course will be considered: written work, recitations, laboratory technique and reports, special reports or research, and all examinations. In each course, the same requirements for arriving at grades apply to all students.

The following grades will be used with plus or minus where appropriate:

A-High Distinction B-Distinction C-Satisfactory

D-Passing, but Unsatisfactory E-Failure

The letters "S" (Satisfactory) or "U" (Unsatisfactory) may be used as the mid-semester grades for undergraduates. The regular letter grades will be used for final grade reporting and evaluation, and these grades will reflect the semester's work. Regular letter grades will be given in the spring semester in year courses.



Pass-Fail Option

A student may take up to four courses pass-fail while enrolled at Brandeis. No more than one course may be taken pass-fail at any one time. Grades of “pass” “fail” will not be used in computing grade point averages. Normally, courses taken pass-fail will not satisfy concentration requirements.

Students who have been taking whole courses pass-fail in the Fall Term must continue to take them pass-fail in the Spring Term. Students who have been taking whole courses for a letter grade in the Fall Term must take them for a letter grade in the Spring Term. Changes in a pass-fail enrollment may be made during the first two weeks of the Fall Term, but in no case after Friday, September 19.

Students taking courses pass-fail must complete all assignments and must take midyear and final examinations. Pass-fail enrollments may be made only in Usdan 4. Pass-fail enrollments may *not* be made with the instructor and without the knowledge of the Registrar.

The numerical equivalents of the grades as determined by the faculty are:

A+ or A	4.0	B	3.0	C	2.0	D	1.0
A–	3.67	B–	2.67	C–	1.67	D–	.67
B+	3.33	C+	2.33	D+	1.33	E	0.

Students may obtain midyear grade reports from their faculty advisers. The Registrar reports year-end grades to students in writing. Instructors notify students of mid-semester grades.

Examination Attendance

Students who are absent from midyear or final examinations and wish to request a makeup examination must obtain advance authorization from the Office of the Dean of the College.

If a student is absent without excuse from a term-end examination and does

not obtain authorization for a makeup examination, the student will be given a grade of zero on the examination. The instructor will be instructed to supply a grade for the course. If, after six weeks, the instructor fails to do so, the Registrar will enter a failing grade on the student's record.

A student is expected to complete the work in each course before the beginning of the examination period. Students unable to complete the work in a course by this time may apply, with the consent of the instructor, for an *In-complete*. Approval of the faculty adviser as well as the instructor is required; for students on warning or probation, the approval of the Office of the Dean of the College is also required. The work must be completed by a date stipulated by the faculty adviser and in no case later than six weeks after the beginning of the next semester. The grade for the course must be filled by the instructor no later than the sixth week of the next semester. The Registrar is instructed to enter the grade of "E" on the record of any student who fails to obtain an *In-complete* as stipulated above or who does not complete a course on schedule. Such failures may be changed only by vote of the Committee on Academic Standing.

Should a student not complete other required academic exercises such as laboratory assignments, minor papers, or quizzes, and if the absence or non-compliance is excused, the instructor in charge of the course may, at his or her discretion, require the work to be made up or not count the assignment in determining a grade. When there is no satisfactory excuse for the incomplete work, the instructor may, at his or her discretion, record a failing grade.

Academic Status

A satisfactory record for a term may contain no more than one D and no E's. At the end of the Fall Term, the Committee on Academic Standing announces two Dean's Lists of honor students. The minimum records expressed in half courses which qualify for the two Dean's Lists are as follows:

<u>Dean's List I</u>	<u>Dean's List II</u>	
3 A, 1 B	4 B	3 B, 1 P
2 A, 1 B, 1 P	1 A, 2 B, 1 C	1 A, 1 B, 1 C, 1 P

At the end of the Spring Term based on the academic record of the *entire year*, the Committee on Academic Standing again announces two Dean's Lists. The minimum records expressed in *whole* courses are as follows:

<u>Dean's List I</u>		
3½ A, ½ C	2½ A, 1½ B	2 A, 1 B, 1 P
<u>Dean's List II</u>		
4 B	1 A, 2 B, 1 C	3 B, 1 P

No students will have their names placed on the Dean's List who have a D or more than one C on their records for the period. No students will have their names placed on the Dean's List whose records at the end of the term contain *Incompletes* unauthorized by the Office of the Dean of the College.

In order to be eligible for the degree, students must compensate for any D beyond two with an A or a B.

The Committee on Academic Standing will notify students and their parents in writing whenever their grades are unsatisfactory. When there are extenuating circumstances, no further action is taken. Students whose records are not low enough to incur probation are placed on warning, a disciplinary status. They will be placed on probation and may be required to withdraw at the next grading period unless their work is then satisfactory. Students are placed on probation when their records are seriously unsatisfactory. Such students are in danger of dismissal unless their records show marked improvement. Students' connections with the University are severed if their records are so unsatisfactory that the Committee on Academic Standing considers them unable to meet the academic requirements.

Leaves of Absence and Withdrawal from the University

Any regular undergraduate student who has been in residence for two semesters and who has a complete and satisfactory record from the preceding semester is eligible for a leave of absence. A leave of absence is granted for one or two semesters and may be extended, at most, once. Students are required to inform the Office of the Dean of the College in writing of their intentions six weeks prior to the beginning of the term in which they are scheduled to register. Credit will not normally be granted for academic work taken at other institutions during a leave of absence.

A student wishing to withdraw from the University may do so at any time. After one calendar year has elapsed, the Committee on Academic Standing will consider a student's application for readmission. (Note: Please refer to the schedule of refunds on page 70.)

In order to obtain a leave of absence or to withdraw from the University, a student must consult the Office of the Dean of the College and obtain clearance from all appropriate administrative offices.

Dismissal or Severance

The University establishes and administers rules of student conduct and reserves the right to suspend or expel students whose conduct, in the judgment of the President, in consultation with the Dean of Student Affairs or Dean of the Graduate or Heller Schools, warrants such action. As a matter of standard procedure, the University will give due notice and, if requested, a hearing before the appropriate judiciary system to any student whose

severance from the University for other than academic reasons is under consideration.

Requirements for the Degree

Students are required to complete 32 semester courses and to be in residence for four academic years. The period of residence may be shortened through work given credit by other universities and programs recognized by Brandeis.

Students must, in any case, be in residence at Brandeis at least two academic years and complete a minimum of 16 semester courses here.

The student is required to engage in a program of courses distributed through the three schools outside his field of concentration and to pursue a coherent program of study within a field of concentration. The distribution requirements embrace major elements in the four schools: Creative Arts, Humanities, Science, and Social Science.

English Composition Requirement

In the first semester a freshman is required to take a Freshman Writing Seminar unless exempted. Exemption is based on high school records, essays, Advanced Placement, SAT, and College Achievement scores. In addition, students may be exempted on the basis of an essay examination that may be scheduled during Orientation Week. For a description of this course, see Freshman Writing Seminar under Courses of Instruction.

Foreign Literature Requirement

The foreign literature requirement for the Bachelor of Arts degree consists of the successful completion of one semester's study of representative works, fiction or non-fiction, from one non-English-speaking culture *in the original language*.

Incoming freshmen who can demonstrate completion of work equivalent to this requirement before entering Brandeis by means of a score of 4 or 5 on the Advanced Placement Test, or a score of 725 on a CEEB achievement test after three years of high school study, or by a satisfactory score on a placement test administered by the department in September, shall be deemed to have satisfied the foreign literature requirement.

Students who satisfy the requirement by means of an Advanced Placement score of 4 or 5 shall be accorded appropriate credit toward the Brandeis degree.

Students are urged to begin fulfilling the foreign literature requirement as soon as they are able to, either in the fall or spring of their first year. Further, students are urged to fulfill the requirement without interrupting their sequence of courses, since continuity of study is pedagogically essential.

Distribution Requirement

Each student will be required to complete two semester courses in each of the schools outside his or her school of concentration. Alternatively, a student may substitute a University Course, approved by the appropriate School Council, for one of the two semester courses in any or each of the other schools.

Courses numbered in the 90's will not satisfy the distribution requirements.

Other Freshman Requirements

Freshmen who feel that the placements in specific courses which have been assigned to them at registration are not appropriate, should consult the advising chairman of the department concerned.

Elective Courses

A freshman may not enroll in courses numbered 90 or above unless he or she presents to the Registrar the written consent of the instructor in the course, the chairman of the Department, and the faculty adviser, or is placed in a higher numbered course in accordance with existing University procedures.

Physical Education

Every freshman must enroll in Physical Education whether or not he or she is an athlete, has a medical excuse, is a veteran or has previously fulfilled a Physical Education requirement elsewhere. All students must complete required work in Physical Education as part of their degree requirements. These requirements include participating two hours per week in class for two semesters and a required swimming test. All physical education classes are co-ed. Included in the program are activities such as flag football, basketball, volleyball, bowling, tennis, golf, badminton, softball, swimming, squash, karate, fencing, body mechanics, folk dancing, cycling, ice skating, figure skating, coaching courses in basketball, baseball and soccer plus a course in basketball officiating.

Upperclassmen who have completed their physical education requirement may take courses for no credit.

Concentration Requirements

General Requirements

To obtain a Bachelor's degree in the College of Arts and Sciences, students must complete the requirements of a field of concentration. Before the end of the freshman year each student will choose a provisional field of concentration after consultation with a faculty adviser in that department. Entering students

who have reached a tentative decision regarding their future field of interest should elect the basic introductory course in this area in their freshman year and cover more of the groundwork in the elective courses of their sophomore year.

Certain departments permit qualified students to substitute a limited number of related courses in other fields for their concentration requirements. Such an option would permit a student to pursue an area of study not represented by a single department. This program is open only to students able to present a purposeful and coherent course of study. Before approval, individual requests are subject to rigorous examination by the student's department. Students should consult individual departmental listings.

Independent Concentration

In choosing a concentration, a student may propose a program that combines academic work in several departments. The proposal requires the support of at least two departments and of one member of each supporting department who will agree to serve on the student's Concentration Committee. This program shall be limited to a total of about 30 students in the College.

Students who wish to develop a proposal for an independent concentration should consult the Office of the Dean of the College.

Completion of a Field of Concentration

To enroll in courses fulfilling his or her concentration requirements, a student must have received a C minus or better in prerequisite courses.

A 2.0 (C) average is normally required in courses offered for completion of requirements for concentration.



Degrees with Honor

Students whose grade point average at the end of the junior year is 3.0 or above in their field of concentration may petition the department concerned for permission to work for honors in their field of concentration. Departmental distinction is awarded by each department or interdepartmental committee. The levels of distinction are "honors," "high honors," or "highest honors."

The awards of *cum laude* and *magna cum laude* will be based on a grade point average set by the faculty.

The award of *summa cum laude* will be based upon a grade point average set by the faculty and on the award of distinction in the field of concentration.

School of Creative Arts

Requirements for concentration in each department are listed on the pages indicated.

	<u>Page</u>
1. Fine Arts	126
2. Music	161
3. Theater Arts	212

Candidates for honors must have the approval of the appropriate department.

School of Humanities

The School of Humanities offers the undergraduate a systematic introduction to our literary and philosophical heritage. Requirements for concentration and honors are listed on the pages indicated.

	<u>Page</u>
1. Classics	106
2. Comparative Literature	108
3. English and American Literature	119
4. English and Classics	126
5. French Language and Literature	131
6. German Language and Literature	135
7. Italian Language and Literature	147
8. Linguistics	151
9. Mediterranean Studies	159
10. Near Eastern and Judaic Studies	167
11. Philosophy and History of Ideas	173
12. Russian Language and Literature	202
13. Spanish Language and Literature	210

To be eligible for honors work, candidates, at the end of their junior year, must have obtained an average of 3.0 or better in their field of concentration and an average of 2.0 in all other courses. They must also have the approval of the department in which they wish to take honors.

School of Science

The School of Science provides the basic scientific training to qualify students for entry into graduate school or for work at the intermediate level in their scientific fields. Students are encouraged to take such courses outside the School of Science as will best broaden and further their intellectual growth. Requirements for concentration are listed on the pages indicated.

	<i>Page</i>
1. Biochemistry	93
2. Biology	95
3. Chemistry	100
4. Computer Science	110
5. General Science	134
6. Mathematics	153
7. Physics	182

To be eligible for honors work, candidates, at the end of their junior year, must have obtained an average of 3.0 or better in their field of concentration and an average of 2.0 in all other courses. They must also have the approval of the department in which they wish to take honors.

School of Social Science

Requirements for concentration are listed on the pages indicated.

	<i>Page</i>
1. African and Afro-American Studies	79
2. American Studies	84
3. Anthropology	88
4. Economics	113
5. History	137
6. Latin American Studies	147
7. Politics	188
8. Psychology	195
9. Sociology	204

A student in the School of Social Science who is a candidate for a degree with honors will, in addition to the designated requirements for the several fields, also enroll in senior research (99). Candidates for honors must have the approval of the appropriate department. One reader of a senior thesis must come from outside the department of concentration.

Pre-Professional Training

The Brandeis curriculum does not develop patterns of courses conceived with specific vocational goals in mind. Brandeis students receive a broad education in the liberal arts and sciences which will prepare them for further study in specific professional and vocational fields at the graduate level. On the premise that a liberal arts education is the best preparation for professional training, the College of Arts and Sciences does not recommend highly specialized courses for pre-professional students.

Pre-Medical and Pre-Dental Students

The Council on Medical Education and Hospitals of the American Medical Association has established three years of college training for the average student as a minimum educational requirement for students entering medical schools and strongly recommends that pre-medical students take the full, four-year college course. The Council and Association of American Medical Colleges has also prescribed a set of minimum requirements for admission to an approved medical school. These requirements include general and organic chemistry, physics, and biology. The Brandeis student can meet them with the following courses: BIOL 20a or BCHEM 20a, BIOL 30a or BCHEM 36b, BIOL 12a, b, CHEM 10a, b or 11a, b or 15 a, b, CHEM 18a, b or 19a, b, CHEM 25a, b, CHEM 29a, b, MATH 10, 11 or 12, and PHYS 10 or 11 plus PHYS 19c.

These are *minimum requirements*. Many medical schools require more than the specified minimum in certain areas. Pre-medical students should arrange their prospective college program in such a way that any additional or specialized requirements can be met in proper sequence. Students with high school deficiencies in science and mathematics should consider carrying a lighter science course load in pursuing the pre-medical requirements. Advice concerning medical school admissions and various requirements may be obtained through the Office of the Dean of the College.

In evaluating candidates for admission, medical schools attach considerable importance to recommendations by faculty committees before which each student generally appears in his or her junior year. Potential candidates should arrange their schedules, whenever possible, to assure that they have taken or are in the process of taking the courses generally required, as listed above, at the time they appear before the Brandeis Board of Pre-Medical Advisers.

Most medical schools advocate a broad liberal arts education in addition to specific course requirements. The medical schools do not advocate any specific field of concentration to undergraduates, and the field of concentration is not a determining factor in admission to medical schools so long as the specific course requirements of that medical school are met. While many pre-medical

students concentrate in biology, chemistry, or general science, concentration in the fields of humanities, social sciences, or creative arts allows ample electives to satisfy the requirements of most medical schools.

The same observations apply in large part to the pre-dental student or those planning careers as veterinarians, medical technicians, or practitioners in related fields. Medical schools and dental schools require an aptitude examination ordinarily taken by the student in the spring of the junior year.

Other Pre-Professional Students

Other pre-professional students should consult the faculty advisers designated to counsel students in the fields of law, engineering, business administration, social work, and religion.

Preparation for Teaching

While the University does not have a field of concentration in education, it offers a program which fulfills Massachusetts' requirements for teacher certification and at least partially fulfills those of other states as well. Students interested in preparing for a career as a teacher in primary or secondary schools should inform themselves of certification requirements in the state where they plan to work and should consult the faculty adviser on education.

Off-Campus Study

Summer School Credit

A student may attend daytime summer schools of six weeks or more conducted by accredited colleges and universities for credit toward the bachelor's degree. Each course must be approved in advance by the academic department concerned, the student's faculty adviser, and the Committee on Academic Standing. Only work of honor grade (A or B) will receive credit. A student may earn no more than twelve credits in one summer nor more than twenty-four credits toward the degree. Petitions to the Committee on Academic Standing for summer school credit are handled through the Office of the Registrar.

Students who wish to enroll for credit in summer study abroad programs must petition the Committee on Academic Standing for permission in advance of enrollment. The Committee must be satisfied that the course or courses the student intends to take for credit are of good quality and that grades and credits can be ascertained before permission is granted.

Study Abroad

Students may receive credit toward their Brandeis degrees through participation in educational programs abroad which have been approved by the Committee on Academic Standing on the recommendation of the Study Abroad Committee. This Committee may permit qualified students to enroll in overseas programs of American universities, or in special cases to pursue individual programs of study at foreign universities.

The Committee has recognized for credit toward the Brandeis degree, junior year programs in Africa, Austria, Colombia, Denmark, England, France, Germany, Greece, Israel, Italy, Mexico, Peru, Spain, Switzerland, Sweden and Taiwan, sponsored by such universities as Sarah Lawrence, Smith, Syracuse, Hamilton, Sweetbriar, and N.Y.U. as well as the Institute of European Studies and the Council on International Educational Exchange. In addition, Brandeis has exchange programs with the Universities of Sussex and East Anglia in England. Moreover, under the Abram L. Sachar International Fellowship Program and the Saval-Sachar Summer Research Scholarship Program, outstanding students may compete for scholarship awards. For additional information about these programs, see pages 17 and 66.

Students interested in such opportunities may receive information from the Office of International Programs.

The Jacob Hiatt Institute in Israel

Brandeis University, through its Jacob Hiatt Institute, offers to students from Brandeis and other American universities a program of study in Israel. Since the Institute was founded in 1961, more than 400 juniors and seniors from more than fifty institutions have participated in the program which emphasizes the social sciences.

Hiatt House is located in one of Jerusalem's most attractive residential areas, convenient to the business center, the historic Old City and other parts of the capital. Classrooms, library, offices, dining room and student lounge are all under one roof. To facilitate contact with the community, students are quartered in rooms rented in households in the vicinity.

Hiatt students take an integrated program of four courses taught by faculty members from Brandeis as well as by guest lecturers from Israeli institutions of higher learning. (See course listings: POL H131a, NEJS H20a, NEJS H16a, POL H179a.) Instruction is in English.

The Hiatt Institute is open to students who will have satisfactorily completed at least four semesters of work in an accredited college or university prior to departure. Applicants should have maintained at least a B average. Prior knowledge of Hebrew is not required, for the program includes an intensive Hebrew language course. The applicant should, however, have taken at least one introductory course in political science or sociology.

Among the colleges and universities, in addition to Brandeis, from which students have come to study at the Jacob Hiatt Institute are: Antioch, Barnard, Boston University, Brooklyn College, Brown University, Bryn Mawr, University of California, City College of New York, Carleton, Clark, Colby, Cornell, Dickinson, Goucher, Harvard, Hunter, University of Illinois, Jackson College (Tufts University), Massachusetts Institute of Technology, Oberlin, Ohio State, University of Pennsylvania, Princeton, Reed, Temple, Vanderbilt, University of Vermont, Washington University, Wayne State, Wellesley, Wesleyan, University of Wisconsin and Yale.

A University-appointed director administers the Hiatt Institute in Israel. The fee, which includes tuition, intra-Israel travel, and room and board, is \$2100 for the fall semester and \$1900 for the second semester. Financial aid is available, usually in the form of scholarship-loan combinations, on the basis of financial need and academic performance.

The Institute will be extended to a year program in 1974-75 offering advanced courses and individual work in fields related to the fall term.

The Abram L. Sachar International Fellowship Program

The Abram L. Sachar International Fellowship Program was instituted in 1969 by the Trustees of Brandeis University in tribute to the twenty year incumbency of the University's first president. It is a highly selective program that supports Brandeis graduate and undergraduate students abroad during a period of study or research complementary to their education here.

The program operates on a variety of levels. For example, a graduate student, after passing the qualifying examinations, may pursue advanced research abroad. A graduating senior may spend a year of study abroad as a culmination of the Brandeis experience. A well-qualified undergraduate who plans a period of study at a foreign university or program which has offerings not available at Brandeis is also eligible for a Sachar grant.

Eligibility requirements for applicants include a high level of scholastic achievement, financial need as indicated by University records and outstanding intellectual competence or creative ability. Application forms are available at the Office of International Programs, Sachar International Center.

The Saval-Sachar Summer Research Scholarship Program

The Saval-Sachar Summer Research Scholarship Program was created by Maurice H. Saval in honor of Abram L. Sachar, Chancellor of the University.

The program will enable qualified Brandeis undergraduates to conduct research for their senior honors theses during the summer between their junior and senior years in any area of the world. Scholarships will be scaled according to financial need. Applications are to be directed to the Office of International Programs and will be evaluated and processed by a special faculty committee.

Wien International Scholarship Program

The Wien International Scholarship Program, created in 1958 by the Lawrence A. and Mae Wien Fund, is designed to further international understanding, to provide foreign students with opportunities for study in the United States, and to enrich the intellectual and cultural life of the Brandeis campus.

The Program permits the University to offer scholarships and fellowships on the undergraduate and graduate levels. The undergraduate scholarship covers the cost of tuition and fees and, based on financial need, may include on-campus room and board, plus a books and maintenance allowance. Awards made for a single academic year to students who are candidates for a degree may be renewed upon application. Renewals may be granted by the Committee on the Admission of Wien Scholars and its decision is final.

All applicants must qualify for advanced standing at Brandeis through previous university work or higher secondary education.

Undergraduate applicants may also be accepted as Special Students who apply for this "year abroad" in order to enhance and complement work taken in their own countries. These students return to their home universities when their year at Brandeis has been completed.

All applicants for both the undergraduate and graduate grants must have a thorough knowledge of the English language inasmuch as all students study within the regularly organized curriculum.

Inquiries concerning the program should be addressed to the Office of International Programs, and should contain a brief resume of the applicant's scholastic background and field of interest.



Fees and Expenses

Financial Regulations

Students are permitted to attend classes only after all financial obligations have been met. Semester bills will be mailed in July and November and must be paid prior to August 1, 1975, and January 2, 1976, respectively. Payments received after the due dates will be subject to a penalty charge of \$25.

Reports of grades or transcripts of records will be issued to students only after all financial obligations to the University have been discharged.

Any student who has not cleared his financial obligations may be denied the privileges of attending classes and using University facilities.

Each application for freshman or transfer admission must be accompanied by a fee of \$20. All application fees are non-refundable and cannot be credited toward other fees.

A Matriculation Fee of \$150 must be filed by each candidate upon notification of acceptance. This fee reserves a place in the class and is credited toward the first semester tuition bill. If the student fails to enroll or withdraws his or her application, the Matriculation Fee is not refunded.

Tuition*

The tuition fee for 1975-76 is \$3,550 and the fee for each half course required for degree credit is \$443.75. Those students who are awarded financial assistance by the University and who need to take extra courses may request the Director of Financial Aid to authorize appropriate increases in their awards.

Infirmary care, library privileges and use of athletic facilities, all for the academic year, are included in the full tuition fee.

Students who return to the University after withdrawing will pay the prevailing tuition and other fees. In view of the constantly increasing costs of education, students may expect one or more tuition increases during their academic careers.

Every student must satisfy his or her financial obligations in full to the University before they shall be considered eligible for graduation.

Transcript Fee

Students are entitled to one formal transcript of their academic work without charge. A charge of \$2 will be made for each subsequent transcript. The student will pay the transcript fee in advance at the Cashier's Office (Bernstein-Marcus Administration Center). Transcripts will be issued only to those students whose financial record with the University is clear.

*The tuition fees listed in this catalog represent, at the present time, approximately thirty-six percent of the actual cost of providing full educational opportunities for each student for a single academic year. The remainder must be met by the University from general funds made available by benefactions and other special gifts.

Room and Board Fee

The residence fee for dormitory room and board for the 1975-76 academic year is \$1,750, based on the 21-meal contract. Other meal options are available at registration.

Each entering freshman must mail a deposit of \$100 to the University with his completed residence license and meal contract. Returning upperclass students must make their advance deposits of \$100 during the spring room drawing.

Resident students must sign room licenses and board contracts binding for the full academic year.

Non-resident students may eat in the University dining halls on a cash basis.

Other Fees

Other fees are charged for the following:

1. Each change of course after the initial two weeks of each semester, \$5. Such changes must have the approval of the Committee on Academic Standing.
2. Late registration, \$10.
3. Makeup examination, \$5.
4. Late payment, \$25.
5. Late filing of study card, \$10.
6. Seniors are charged a \$10 graduation and diploma fee.
7. A fee, which varies according to the specific course involved, is charged for laboratory supplies.
8. Orientation fee (new students only), \$10.
9. Media and government fee, \$17.
10. Study abroad administration fee, \$100 per semester.
11. Student health fee (mandatory) \$30.

Schedule of Payment of Bills

	First Semester August 1, 1975	Second Semester January 2, 1976
Tuition	\$1,775	\$1,775
Room and board fee	875	875
Media and government fee	17	—
Orientation fee	10	—
Student health fee	30	—
Other—health insurance, senior graduation fee, laboratory charges, room damages, etc.	As rendered	

Payment Plans

While it is the responsibility of the parent or guardian to arrange the settlement of his or her financial obligations to the University, and while many parents find it most convenient to meet such costs directly out of their own funds or through local banking arrangements, payment programs are offered to the parents of our students by the University and by the National Shawmut Bank of Boston. Questions regarding the University's program should be directed to the Chief Accountant, while questions on the National Shawmut Bank program should be addressed to the bank.

Refunds

A student who leaves the University without the approval of the Committee on Academic Standing, or who is suspended or dismissed from the University, is not entitled to any refund.

When the Committee on Academic Standing grants a leave of absence or allows a student to withdraw during a semester, that student may receive a refund of charges in accordance with the following:

1. *Tuition:*

Withdrawal: Before the opening day of instruction: 100% of semester tuition.

On or before the second Friday following the opening day of instruction: 75% of semester tuition.

On or before the fifth Friday following the opening day of instruction: 50% of semester tuition.

After the fifth Friday following the opening day of instruction: no refund.

2. *Scholarships:* In the case of a scholarship student who withdraws, the student's account will be credited with the same proportion of the semester scholarship as charged for tuition: 25% if the student leaves on or before the second Friday; 50% on or before the fifth Friday; and, 100% thereafter. The balance of the scholarship will be cancelled.

3. *Room Charges:* Students may cancel rooms and receive refunds for the following reasons only: leave of absence, approved withdrawal, study abroad, or marriage. No refund of room charges will be granted after July 1 for the fall semester and after December 1 for the spring semester.

4. *Board:* Refunds will be made on a *pro rata* basis from the end of the week in which a student withdraws from the University.

The date of withdrawal or leave will be considered to be the date approved by the Committee on Academic Standing.

All refunds are subject to review and final approval of the Controller and will be disbursed by him upon written request.

Office of the Vice President for Administration

Campus Environment

The Vice President for Administration directs and coordinates all University functions and offices charged with responsibility for the non-academic aspects of the total campus environment, including the offices and services listed below and on the following pages:

Bookstore

Located in the Usdan Student Center, the campus Bookstore is operated by a private, non-Brandeis agency. It is open Monday through Friday from 9:30 a.m. to 4:30 p.m. A small "convenience" shop, located within the Bookstore, provides service from 5:30 p.m. to 8:30 p.m. weekdays, and 11 a.m. to 3 p.m. on weekends. The Bookstore, through its close association and coordination with academic departments and faculty members, offers students a comprehensive stock of textbooks and paperbacks related to the academic program. School supplies, clothing, health and beauty aid, and gift items may also be purchased at the Bookstore.

Food Services

The Director of Auxiliary Services is responsible for providing all food service for the Brandeis community. The University offers a variety of food service. Three different student meal contract plans are offered to meet the needs of resident students. Kosher meal service is available in the Sherman Student Center. Special diets can be arranged with the University dietitian.

Services provided in the Usdan Student Center include an a la carte cafeteria, a snack bar open until late evening, and catering service for student events. Banquet facilities in the ballroom can service up to 500 guests. The Student Center also prepares special food orders for delivery to meetings in residence halls or other campus buildings.

The Faculty Center, operated by Food Services, offers luncheons for University faculty and administrative staff and an opportunity for relaxation in the lounge. Conference rooms are available for private meetings. The Faculty Center is also used for dedications and other special University functions. Lodge rooms may be reserved for overnight guests of the University.

The Director of Auxiliary Services is also responsible for functions of the Office of Central Bookings, which is located in the Usdan Student Center. This office provides a variety of services related to the use of University space accommodations and activities connected with the conduct of social or academic events. Such activities are sponsored by campus groups, including those associated with the student body, as well as off-campus groups.

Post Office and Student Mailroom

The Campus Mailroom is located in the Usdan Student Center. All student mail is delivered to the Campus Post Office, and a separate mailbox is maintained for each student. From 11 a.m. to 5 p.m., Monday through Friday, and from 11 a.m. to noon on Saturday, all services are provided, including the sale of stamps and money orders, registry of mail, and handling of parcel post packages.

Security and Safety

The Department of Security and Safety is located at Room 1-A, Sydeman Hall. Responsibilities of this twenty-member special police force embrace campus-wide security/safety patrol, traffic control and enforcement of University driving/parking regulations, protective custody of University offices, classroom/dormitory areas and professional inquiry into incidents involving theft, trespassing and related matters. Special emphasis of the Department is placed upon preventive and protective care for all members of the University community.

Automobile Regulations

The University will not permit freshmen, other than commuters, to maintain motor vehicles on campus. All other students must register their vehicles with the Department of Security and Safety. Students with motor vehicles must observe University Traffic and Parking Regulations a copy of which will be placed in each mailbox at the beginning of the school year. Due to limited space, the Brandeis Parking and Traffic Committee *strongly* recommends that students leave their motor vehicles at home. Freshmen who feel that they must have automobiles on campus may appeal to the Parking and Traffic Committee for permission.

Alumni Relations

The University's Office of Alumni Relations is located in the Bernstein-Marcus Administration building. The Director of Alumni Relations and a staff are

responsible for overseeing the programs and guiding the development of approximately 8,000 Brandeis alumni.

National Women's Committee

The Brandeis University National Women's Committee maintains headquarters and offices on the Brandeis campus. This volunteer organization of 60,000 women across the country engages in a wide variety of activities designed to support and operate the University's system of libraries. Formed in 1948 when Brandeis first opened, the National Women's Committee is made up of 120 nationwide chapters.

Health Services and Psychological Counseling

Health Services

The University Health Services provides a program of comprehensive health care for students not only as it relates to physical illness, but also to personal and emotional concerns. Students are entitled to services available at the Stoneman Infirmary, the Golding Medical Outpatient Services Center, and Mailman House. In addition, each student is encouraged to participate in the Brandeis University Student Health Insurance Plan. Although participation in the Plan is not mandatory, it is required that a suitable alternative insurance plan be substituted. Except for limited day-care facilities, the Health Services and the use of the Infirmary are available to students only during the period in which the University is in regular academic session.

Prospective students planning to matriculate in the College and Graduate Schools are responsible for the submission of a Health Examination Report completed by their family or personal physician. In addition to information about previous health and details of the physical examination, evidence of immunization against smallpox and tetanus are required. Protection against poliomyelitis is desirable. Since students may not register until these requirements have been satisfied, it is strongly recommended that the Health Examination Report be submitted by July 1.

The Student Health Insurance Plan is designed to defray expenses of those care situations which are beyond the scope of the Health Services; for example, laboratory and x-ray examinations, as well as hospitalization for illnesses or accidents of more serious nature. The Plan extends for a full calendar year commencing September 1. A brochure outlining the details of the Plan, as well as the services offered by the University Health Services, is distributed to each student at registration, and copies are mailed to parents. Students and parents are urgently requested to read this brochure and keep it for reference. Whereas

situations not covered within the Health Services or by the Insurance Plan are infrequent, an awareness of these possibilities will tend to lessen misunderstanding and disappointment. In such instances, students and their parents will be responsible for expenses which are not covered by the University's health program or its associated insurance policy. Similarly, students and their parents will be responsible for expenses which are not covered by alternative insurance programs substituted for the Brandeis University Student Health Insurance Plan.

Psychological Counseling Center

The Psychological Counseling Center, which is a part of the University Health Services, is located in Mailman House. It provides professional assistance to students who have personal or emotional problems. Those who wish such help may refer themselves directly to the Center. Their communications with the staff are held in strict confidence.





Courses of Instruction, 1974-1975

The undergraduate courses of instruction under the faculty of arts and sciences are listed below. Courses meet for three hours a week unless otherwise specified.

- a - fall semester course
- aR - identical course given in spring semester
- aA - full course in fall semester—eight credits
- b - spring semester course
- bR - identical course given in fall semester
- bB - full course in spring semester—eight credits
- c - semester course meeting throughout the year
- H - Jacob Hiatt Institute course

Semester courses normally carry four credits and year courses, eight. Exceptions are noted under the individual course descriptions. Additional credits are given for laboratory hours, as indicated in the course description. Certain science courses require a "c" laboratory course taken concurrently.

A student may take either half of a year course for credit with the approval and consent of the course instructor, the faculty adviser, and the registrar, on forms obtained at the Office of the Registrar. Certain courses cannot be dropped with credit at the end of the first semester.

The University reserves the right to make any necessary change in the offerings without prior notice.

COURSE ABBREVIATIONS

AAAS - African and Afro-American Studies	HUM - Humanities
AMSTD - American Studies	INCON - Independent Concentration
ANTHR - Anthropology	ITAL - Italian
BCEM - Biochemistry	LAS - Latin American Studies
BIOPH - Biophysics	LASP - Latin American Studies Program
BIOSC - Biological Science	LATIN - Latin
BIOL - Biology	LEGAL - Legal Studies
CHEM - Chemistry	LING - Linguistics
CCIV - Classical Civilization	LIT - Literature
CLASS - Classics	MATH - Mathematics
COLIT - Comparative Literature	MEDST - Mediterranean Studies
COSCI - Computer Science	MEVAL - Medieval Studies Program
CJS - Contemporary Jewish Studies	MUSIC - Music
ECON - Economics	NEJS - Near Eastern and Judaic Studies
ED - Education	PE - Physical Education
ENCLA - English and Classics	PHIL - Philosophy
ENG - English	PHSCI - Physical Science
ENVST - Environmental Studies	PHYS - Physics
FA - Fine Arts	PLING - Psycholinguistics
FLECU - Flexible Curriculum	POL - Politics
FREN - French	PREMD - Premedical Program
FWS - Freshman Writing Seminar	PSYCH - Psychology
GER - German	RUS - Russian
GSCI - General Science	SOC - Sociology
GREEK - Greek	SOWEL - Social Welfare
HEB - Hebrew	SPAN - Spanish
HIST - History	THA - Theater Arts
CHIST - Comparative History	UC - University Courses
HIDEA - History of Ideas	Y - Yiddish

FRESHMAN SEMINARS

The Freshman Seminars are small informal classes designed to establish a close working relationship between the students in the seminar and the professor. The seminars are offered in different fields of study; each is limited to 12 freshmen. Problems of major interest in each field are examined in depth. Emphasis is on analysis, discussion and writing. Each seminar instructor is the academic adviser to the students in his or her seminar. Consult departmental listings for course descriptions.

ANTHR 4a. The Anthropology of Equality and Inequality	<i>Mr. Kaplan</i>
ECON 6b. The Great Economists	<i>Mr. Weckstein</i>
ENG 1b. Introduction to Poetry	<i>Ms. Ward</i>
FA 73a. Chinese Landscape Painting: Theme and Variations	<i>Mr. Maeda</i>
HIST 4a. Revolution and Founding in 18th Century America	<i>Mr. Meyers</i>

- HIST 5a. Victorianism: An Historical Analysis** *Mr. Black*
- HIST 6a. American Imperialism in Southeast Asia** *Mr. Steinberg*
- *PHIL 7a. Search for the Infallible Method**
- SOC 1a. Social Psychiatry** *Mr. Stein*
- SOC 1b. Sense and Non-Sense in the American Popular Arts**
Ms. Rosenthal and Mr. Zola

UNIVERSITY COURSES

UC73d. (PHIL 60b) (PHSCI 3b) Twentieth Century Physics and its Philosophical Implications

A nontechnical introduction to the foundations of the two revolutionary theories of modern physics: relativity and quantum mechanics. The "paradoxes" of the atomic world, the wave particle duality, the uncertainty principles, classical versus quantum probability concepts and their philosophical implications will be studied. Recommended for juniors and seniors. Others enrolled by consent of the instructor. Course meets science and humanities distribution requirements.

Mr. Berko

UC73f. (PHIL 20b) On Being a Person: Problems and Prospects

An experimental study of the concept of "being a person." Extensive discussions of literary works alluding to the problematic nature of this ideal and its practical importance are held. The course reviews various inquiries into the history, psychology, politics, ethics and esthetics of becoming a person. It is argued throughout the course that by acquiring rational insights into the significance of this notion, something of personal consequence could be accomplished.

Mr. Diamandopoulos

UC74d. (To be given Spring term) Women and Literature

An analysis of the traditional roles of women in literature contrasted with works in which women face the predicaments involved in the process of self-definition. Theological and psycho-analytical theories, legal distinctions and categories, and individual experience will be stressed as the case warrants.

Ms. Collard

UC74e. (HUM 1a) (ENG 12a) The Representation of Experience in Western Civilization

In Humanities 1 we read major literary accounts of experience more or less in historical sequence with a view to making statements about them. Each text is studied both as a singular action and as a world description which can be compared to other world descriptions. Fall semester: Theogony, Gilgamesh, Iliad, Odyssey, Bagavad Gita, Aeschylus, Sophocles, Plato-Socrates. Spring: Enumah Elish, Biblical Epic, New Testament, Aeneid, Apuleius, Augustine, Dante, Tolstoi. For freshmen, and upper classmen.

Mr. Grossman

UC74f. (MEDST 108b) The Concept of Man in the Ancient Near East

An examination of how the peoples of ancient Near Eastern civilizations reflected upon man, and how they expressed their thoughts about him.

Staff

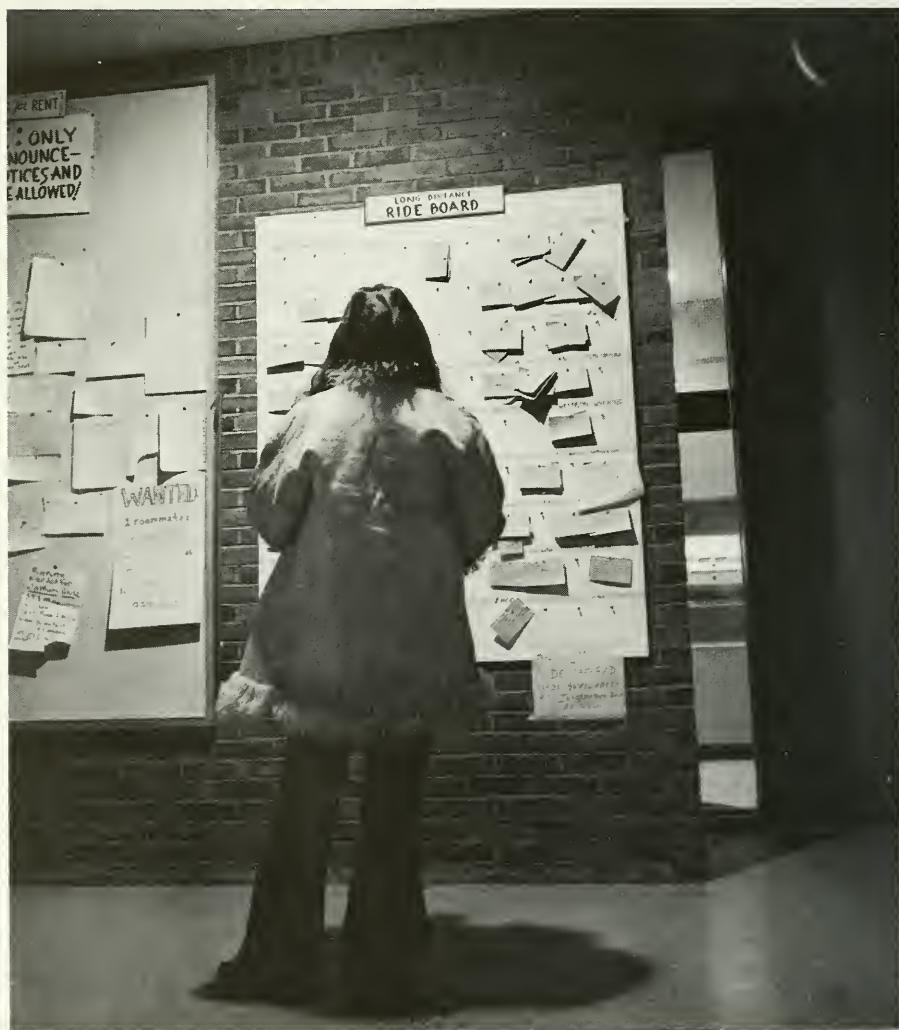
UC73d, UC73f, UC74d, and UC74e satisfy the distribution requirement in humanities.

UC73d satisfies the distribution requirement in humanities and science.

* Not to be given in 1974-75.

FIELD STUDY

During their junior or senior year, undergraduates may undertake a substantial research project in certain fields of concentration *in lieu* of four semester courses. Research may be conducted either on campus or in the field—execution of the project may involve prolonged absence from the Brandeis campus—at another institution, Government agency, etc. The Field Study project must have the approval of the student's department of concentration. The project will be supervised by a faculty adviser assigned by the department and a second member of the faculty will participate in one evaluation of the student's work and the assignment of a grade. Work in the project may occupy a full semester (then to be recorded as 90a or b) or it may be of two semesters' duration (to be recorded as 90). In the latter case the two semesters must be consecutive. The student may offer no more than two semester-course credits from the Field Study course toward his department's concentration requirement. Interested students should explore the possibility of Field Study in their concentration with a faculty member in the appropriate department.



AFRICAN AND AFRO-AMERICAN STUDIES

Assistant Professor Hussein M. Adam, *Chairman*; Associate Professor Tony Martin (*Visiting*); Assistant Professor Ramona H. Edelin (*Visiting*); Lecturers Shirley L. Hall, Clarence Hunter (*Adjunct*), Helen L. Stewart, Ernest Wamba (*Advising Head*); Instructors Lemuel Carroll, Robert C. Jones, Glen M. McNatt, Marcos G. Namashulua, William C. Swan; Teaching and Research Assistant Pat Gibson.

Nature of the Program

The Department offers an interdisciplinary examination of Black America and its natural relationships. Aimed at uniting, in one curriculum, the basic knowledge by which this people's struggle for dignity, justice and socio-economic well-being must be directed, it explores and cultivates the history, anthropology, sociology, psychology, politics, religions, economics, languages and arts that inform, express and influence this struggle. Pan-African in assumptions, it relates the experience and aspirations of Black America to the experience and aspirations of African peoples elsewhere in the world—particularly in Africa, in South America and in the Caribbean. It uses both the traditional and new materials and tools of analysis and both the traditional and new teaching styles, directing the full potential of academic inquiry to humane ends.

Requirements for Concentration

A. Required of all candidates: AAAS 5a or 5b. Students who have already taken either AAAS 1a or 1b are recommended but not required to take AAAS 5a or 5b. The Department encourages students concerning concentration or "double" concentration to take either AAAS 5a or 5b (or both) in their freshman or sophomore year. These two one-semester courses are intended to introduce the student to the main field and sub-fields of African and Afro-American Studies.

B. Required of all candidates: Eight semester courses including AAAS 5a, 5b, or both. Not more than three courses pertaining to Africa and Afro-America offered by other Brandeis departments may be counted for meeting departmental requirements. Consult Department Student Advising Committee.

C. Additional requirement for candidates for degrees with distinction: To be eligible for honors, candidates must demonstrate superior ability through their overall record, a capacity for independent thought and community-building oriented action beyond the limits of their course program. AAAS 99 is required for honor candidates. The substance of AAAS 99 will be a research project and thesis to be completed by the senior year.

*AAAS 1a,b. Introduction to Black Studies

AAAS 5a. Introduction to African and Afro-American Studies

The course will begin with an examination of the concept and practice of "Black Studies," and goes on to explore crucial socio-economic aspects of the Black experience in Africa: pre-colonial Africa, the slave trade, imperialism, colonialism and the early resistance movement. Focusing on the colonial underdevelopment of Africa, the course will go on to discuss the political and ideological aspects of African nationalism.

Messrs. Adam, Jones and Staff

* Not to be given in 1974-75.

AAAS 5b. Introduction to African and Afro-American Studies

Beginning with an examination of the nature and scope of Black Studies, this course explores crucial socio-economic aspects of the Black experience in America.

Messrs. Adam, Jones and Staff

***AAAS 7a. Introduction to African History**

***AAAS 7b. Introduction to African History**

***AAAS 8a. Introduction to Afro-American History**

***AAAS 8b. Introduction to Afro-American History**

AAAS 10a. Workshop in Standard English Writing

A rigorous course in standard English writing, teaching the substance, forms and skills of modern scholarship.

Ms. Edelin

AAAS 50a. Black Political Economy

This course examines the mechanisms of marginalization of certain ethnic groups (Black Americans) in an advanced capitalist society with some practical applications of economic concepts in the studies of Black ghettos in the area.

Mr. Wamba

AAAS 50b. Black Political Economy

Examination of policies and strategies for changing Black ghettos using the tools of the political economy of underdevelopment. Case studies will be included.

Mr. Wamba

AAAS 90, 90a. Independent Field Study

Permission of Department required.

AAAS 97a,b, 98a,b. Readings, Research, Community Involvement

Independent readings and research on a student's interest under the direction of a faculty supervisor.

Staff

AAAS 99. Senior Research

Staff

AAAS 100a. Racism in America

The first semester will include the history of the idea of race, the use of racism as a mechanism for social control, the relationship between capitalism and racism, and the consequences of racism.

Ms. Stewart

AAAS 100b. Racism in America

The second semester will focus on the contemporary response of Blacks in America to racism, both ideologically and in practice.

Ms. Stewart

AAAS 101aR. The Black Family in America

The purpose of this course is to provide a comprehensive survey of the Black family in the United States. Through the use of socio-historical materials, the course traces the development of the Black family from the ante-bellum period up to the present, consistently aware of the various stages of socio-economic development in this country.

Mr. Jones

AAAS 104a. (MUSIC 31a) Black Life Styles Through Music

The analysis of African-American music helps to give insights into the complex sociological, religious, and psychological values which are not easily caught in other contexts. This course will examine the function and meaning of the music, its idioms and characteristics, growth, and development.

Mr. Carroll

* Not to be given in 1974-75.

AAAS 105b. (MUSIC 31b) The Music of Black Americans

This course deals with the development of Black American music since 1917, beginning with the revival of interest in the composition of Black American music in relation to the cultural and social development of contemporary Black life styles including the New Orleans and Dixieland tradition, jazz in the Midwest, Bebop and *avant garde* of the 60's and 70's.

Mr. Carroll

AAAS 107a. Seminar: Teaching of Elementary Reading and Educational Materials Workshop

This course will provide a comparison of current practices in reading instruction, with particular emphasis on those used with persons speaking non-standard dialects or Spanish. This survey of developmental and remedial methods will be complemented by a creative approach in selection and approach development of materials for use with Black and Spanish speaking children on the pre-school and elementary level. It will provide demonstrations of current literature, reference books, auto-instructional devices and techniques (offered in conjunction with laboratory experience).

Ms. Hall

AAAS 107b. Seminar: Teaching of Elementary Reading and Educational Materials Workshop

Ms. Hall

AAAS 108a. The Black Child and Education in the United States

This course will examine the ways that American education is failing to meet the needs of the Black child and the Black adolescent. The course will attempt to focus on developing new educational strategies and concepts specifically geared toward Black survival.

Mr. Hunter

AAAS 109a. The Black Community and Issues in Education

This course deals with some of the issues being raised in the current educational crisis in the United States, and how relevant these issues are (or are not) to the real educational needs and goals of Black people.

Ms. Hall

AAAS 110. Swahili I

This course will consist of the essentials of grammar, basic vocabulary and practice in reading and speaking one of the most widely used indigenous African languages. An attempt will also be made to use Swahili in order to emphasize salient aspects of African culture and civilization.

Mr. Namashulua

AAAS 112. Swahili II

Further elaboration of Swahili grammar, conversational exercises and an introduction to Swahili readings—simple newspaper articles and other basic readings. The subject matter of the readings may be determined by the needs of the class.

Mr. Namashulua

AAAS 114a,b. Swahili 10a,b

This course will provide a survey of Swahili literature with some emphasis on Swahili poetry. It will provide for advanced oral exercises.

Mr. Namashulua

AAAS 115aR. Social Class and Politics in African Societies

Examines the applicability of class analysis in Africa and attempts to make an analysis of social structure of African societies. It also examines state (apparatuses) and state power in Africa and a tentative history of class struggle through liberation movements and *coups d'etat*, etc.

Mr. Namashulua

- *AAAS 119a. **An Introduction to the Cultural History of the Caribbean**
- *AAAS 119b. **Race, Identity and Political Consciousness in the Caribbean**
- *AAAS 120a. **Imperialism and Nationalism**

AAAS 121a,b. (SOC 120a,b) Sociology of Underdevelopment

Mr. Jean

AAAS 122b. Black Political and Social Thought

A study of the modern ideological currents within the Black experience, through an approach based on intellectual history and political analysis; major figures and movements of thought among Africans and Afro-Americans will be closely examined.

Mr. Martin

AAAS 123a. Political and Social Thought of Frantz Fanon

An intensive reading and research seminar concentrating on a critical analysis of the social and political thought of Frantz Fanon.

Mr. Adam

*AAAS 123b. **Third World Ideologies**

AAAS 124bR. The Black Revolution

An examination of the African and Afro-American nationalist movements within a Pan-African, Third World, and general international context.

Mr. Adam

AAAS 125aR. (POL 125aR) Political Development in the Black Community

Description of the development and behavior of Black political leadership and organization in urban areas outside the South, 1900-1970. Analysis of changing political patterns (e.g., organizations, recruitment, participation, political style and ideology) and an emphasis on the political sociology of Black nationalism. Consideration of the relationship between politics in the Black community and American politics in general.

Messrs. Adam and Swan

AAAS 127a. An Introduction to African Religions and Philosophy

An examination of the African superstructure through some African cosmogonies, social institutions and organization of life; comparative analysis of religious systems and an examination of certain related African ideologies and philosophies.

Mr. Wamba

*AAAS 127b. **An Introduction to African Religions and Philosophy**

AAAS 128a. Seminar: Pan-Africanism - Its Origins, Problems and Prospects

Exploration of the 19th century origins of Pan-African thought in the New World as well as in Africa.

Mr. Swan

*AAAS 130a. **Black Literature - From Plantation to Harlem**

AAAS 130bR. Black Literature - From Harlem to the Present Day

This course surveys Black literature from the 1920's to the 1970's.

Mr. McNatt

*AAAS 132a. **African Literature - The Oral Tradition**

AAAS 132b. An Introduction to African Literature

This course is an introduction to African literature in English and French (English translations of Africans will be utilized) by selected African authors. Novels, poetry and drama will figure among the works chosen to discuss certain themes, trends, and movements such as Negritude and to make references and comparisons with Afro-American literature. (A reading knowledge of French is not required.)

Messrs. Adam and McNatt

* Not to be given in 1974-75.

***AAAS 133b. The Literature of the Caribbean**

***AAAS 134b. Black Values, White Values in American Literature**

AAAS 135a. Black Drama

A survey of the chronological development of Black drama.

Mr. McNatt and Ms. Gibson

AAAS 135b. Black Drama

Problems and prospects of contemporary Black drama. *Mr. McNatt and Ms. Gibson*

***AAAS 136b. Black Writing Workshop**

AAAS 140a. Seminar: The Black Community

This course will examine, through a comparative approach, the growth of the African-American communities. The student will be directed toward sharpening his skills of interaction and analysis.

Messrs. Swan and Jones

AAAS 142b. Seminar: The Black Community

This field experience is an opportunity for the student to put into practice the skills and knowledge gained in AAAS 140a in his analysis of problems and progress in the Black community by being attached to some viable community organization as an intern in a work situation.

Messrs. Swan, Jones and Staff.

***AAAS 146bR. Motivational Values in Black Institutions**

***AAAS 150a. The Black World**

AAAS 160aR (POL 140aR). The Politics of Africa

Ms. Morgenthau

AAAS 164b. Public Relations for Community Mobilization

Analysis of the conditions which set the stage for the possibility of cooperative, focused community action, the kinds of needs and issues around which mobilization can occur, and techniques of community mobilization which can be used, once the need and possibilities for action are recognized. This will include work in the Black community.

Ms. Stewart

***AAAS 166a. Journalism, Printing and Publishing**

AAAS 170b. Black Curriculum: Development and Design

This course is a workshop in the design and development of curriculum relevant to the Black community in the United States. It will focus on materials for effective secondary school education. In addition, students will be involved in planning and creating educational tools which are geared for such uses.

Ms. Hall

***AAAS 175a. History of Afro-American Education**

***AAAS 176b. Seminar: Topics in Afro-American History**

***AAAS 180b. Understanding Racial Discord**

***AAAS 190a. Economic Development and Black People**

AAAS 192b. Political Economy of the "Third World"

Development of capitalism and different roles and functions assigned to all "Third Worlds" in the periphery as well as in the center. Special attention paid to African and Afro-American peripheries. Which way of development: populism, socialism, communism and capitalism.

Mr. Wamba

* Not to be given in 1974-75.

AAAS 193b. Readings and Research in Contemporary Problems in the Black Community

For students who wish to specialize in the particular field of Black political economy or undertake detailed and systematic investigation of particular problems in the Black community. Concentration on the special problems of poverty, health, employment, land ownership, finance, cultural reform, education, migration, crime, pollution and discrimination as they affect Black/White relationships and economic stability.

Instructor to be announced

***AAAS 195b. Readings and Research in Afro-American Schooling History**

AMERICAN STUDIES

Professor Lawrence H. Fuchs, *Chairman*; Professor John F. Matthews; Assistant Professors Jacob Cohen (*Advising Head*), Susan Forbes, William M. Goldsmith, Stephen J. Whitfield.

Nature of the Program

An interdisciplinary approach to American culture (myths, values, ideas, institutions, and behavior), and to the questions raised by the influence of American society in shaping the modern world. Students work closely with staff in developing an individualized plan of study by the end of the sophomore year or early in the junior year. Either an extensive senior paper or participation in the senior tutorial program is required of all concentrators as the culmination of their work in the Department.

Special opportunities can be provided for supervised field work.

Requirements for Concentration

Required of all candidates: (a) AMSTD 102a,b or 100a,b or their approved equivalents; (b) AMSTD 10a or 10aR; (c) AMSTD 98 or 99; plus (d) The equivalent of six semester courses in American studies, chosen either within the Department, or elsewhere with departmental approval.

AMSTD 8a. (ENG 8a) (HUM 4a) American Literature from 1832 to 1900

From transcendentalism to naturalism: the transformation of American literary culture. Melville, Hawthorne, Twain, James, Dreiser, Dickinson, Robinson, and others.

Mr. Gilmore

AMSTD 8aR. (ENG 8aR) (HUM 4aR) American Literature from 1832 to 1900

Mr. Gilmore

AMSTD 9a Sec 1. (ENG 9a) (HUM 4bR) American Literature from 1900 to 1965

Realism and beyond. Eliot, Frost, Dreiser, Fitzgerald, Hemingway, Faulkner, Mailer, and others.

Mr. Edelstein

AMSTD 9a Sec 2. (ENG 9a) (HUM 4bR) American Literature from 1900 to 1965

Mr. Hindus

AMSTD 9aR. (ENG 9aR) (HUM 4b) American Literature from 1900 to 1965

Mr. Hindus

* Not to be given in 1974-75.

AMSTD 10a. Problems in American Civilization

A broad survey of the major problems for study in American civilization and introduction to the transdisciplinary approach. Copious bibliography. Required of, but not restricted to concentrators. *Mr. Cohen*

AMSTD 51b. (HIST 51b) American History: 1860 to the Present *Mr. Whitfield*

AMSTD 83b. (ENG 83b) Literature and Revolution in America: from the Puritans to the American Civil War

A course on the cultural response to three periods of revolutionary ferment. Topics to be considered will include the following: Puritanism as a social and cultural movement; the role of religion and ideology in the American Revolution; the literary response to slavery and the advent of the Civil War. The primary writers to be read will include Milton, Edwards, Crèvecoeur, Brown, Hawthorne, Melville, and Thoreau. *Mr. Gilmore*

AMSTD 85b. Strategies for Educational Change

Exploration and evaluation of current attempts at reform and change in American education through readings, discussion and field work. Students, whenever feasible, will observe and work on a regular basis in such places as curriculum development centers, private corporations, and innovative public and private schools. *Mr. Witt*

AMSTD 97a,b. Readings in American Studies

Independent reading, research and writing on a subject of the student's interest, under the direction of a faculty supervisor. Available to juniors and seniors with the permission of the Department. *Staff*

AMSTD 98a,b. Senior Seminars

Required of all seniors not writing a senior thesis. *Staff*

AMSTD 99. Senior Honors Research

Staff

***AMSTD 100a. Classic Studies of American Civilization Through 1914**

***AMSTD 100b. Classic Studies of American Civilization; The 20th Century**

AMSTD 101a. American Reaction to Europe: 1780-1970

A survey of literary and historical materials reflecting changes in native American attitudes toward European life and society, along with corollary changes in some American views of the values and prospects of our evolving "civilization." *Mr. Matthews*

AMSTD 102a. Patterns of American Thought to 1865

A survey of representative thinkers and main currents of thought in early America (including Jonathan Edwards, Benjamin Franklin, Thomas Jefferson, Henry David Thoreau, Margaret Fuller) concerning the development of American values and ideas. *Ms. Forbes*

AMSTD 102b. Patterns of American Thought: 1865 - Present

A survey of representative thinkers and main currents of thought in modern America concerning the areas of religion, ethics, law, education, history, science and social theory. *Mr. Cohen*

* Not to be given in 1974-75.

AMSTD 104a. Between the Past and Present: American Culture 1890 - 1917

An examination of how several intellectuals coped with sharp change in American society at the turn of the century. Their sensitivity to the imperatives of modernity — industrialism, mass society, urbanization, secularism — provoked a burst of creativity during this period. Contributions to social science, history, philosophy, jurisprudence and literature will be studied. *Mr. Whitfield*

***AMSTD 105a. Man and Nature in America**

***AMSTD 106b. Brave New World: Science and Technology in America, 1890-1970**

***AMSTD 107a. The American as Autobiographer**

***AMSTD 108a. Concepts of Culture and Community in America**

AMSTD 110b. The Growth of Presidential Power

A seminar examining the historical growth of the presidency as the central focus of power in the American political system. Particular emphasis will be placed upon the historical situations and political, economic and social conditions which led to this development, and countervailing theories and forces which view it with alarm. Seminar and individual tutorials, limited to 20. *Mr. Goldsmith*

AMSTD 111a. The Structure of Power and the Political Process

An examination of the nature and structure of power in American society and its relation to the political process. Both local community and national power structures will be analyzed, with the emphasis being placed upon the changing nature of both social and political institutions in America. After the semester's work is completed, selected students will be given the opportunity for continued field work in political and governmental agencies. *Mr. Goldsmith*

AMSTD 112a. Strategies of Political and Social Change: The Agrarian Revolt and the Progressive Era

An examination of a period in American history when major social and political changes emerged in response to widespread dissatisfaction and protest. The emphasis will be placed upon tracing the relation between social criticism and protest and the implementation of political policy and reform. *Mr. Goldsmith*

AMSTD 112b. Strategies of Political and Social Change: The Great Depression and the New Deal

(See AMSTD 112a)

AMSTD 114b. Aspects of the American Character

Through various major works (fiction, social observation and history), certain central dilemmas of the American experience will be examined: The ambition to transcend societal and human limitations, and the tension between demands of self and the hunger for community.

Not open to students who took AMSTD 100b in spring of 1974. *Mr. Whitfield*

AMSTD 121a. The Religious Impulse in American Life

An historical account of the development of religious life in America from 1790 to the present through an examination of the Protestant sects and denominations of the 19th century and the ethnic Catholic and Jewish religions of the 20th century. *Ms. Forbes*

* Not to be given in 1974-75.

AMSTD 121b. American Religions, Sex and the Family

A study of the relationship between religions and sex with particular emphasis on those religious groups with distinctive ideas about sexual practices, the institution of marriage, family life, and sexual roles. *Ms. Forbes*

AMSTD 122a. (FA 122a) American Architecture and Painting

An historical survey of American architecture and painting. Art as it reflects American values and traditions. *Mr. Bernstein*

AMSTD 123b. Feminism in America

An examination of the growth of feminist sentiment in America from Colonial times to the present with particular emphasis on the suffrage and women's rights movements as social movements. *Ms. Forbes*

AMSTD 125a. (THA 125a) History of American Drama 1665 to 1919

A study of the American theater from its beginning to the First World War as it illuminates basic themes in American values, attitudes, and behavior. *Mr. Matthews*

***AMSTD 125b. History of American Drama: 1919 to the Present**

AMSTD 130a. (LEGAL 101a) The Legal Process

Instructor to be Announced

AMSTD 135b. (THA 135b) The History of Popular Arts in America

A history of popular entertainment on America including theater, circus, museums, lecture circuits, minstrel shows, carnivals, vaudeville, musicals, film, radio, and television. Juniors and seniors only. *Mr. Matthews*

AMSTD 150b. (SOC 172b) The Family in the United States

An historical examination of the origins, manifestations and consequences of the distinctive features of family life in America. Analyses of contemporary problems within biological, cross-cultural and historical perspectives.

Class enrollment may be limited to 30 students.

Mr. Fuchs

***AMSTD 160b. The 1920's: Culture and Society**

AMSTD 169a. (CJS 175a) (SOC 169a) Religion and Ethnicity in American History

A study of the sub-cultural values and styles of the major ethnic and religious groups in confrontation with the culture-religion of Americanism. An examination of the process of the conflict, accommodation, and acculturation. Sociological, psychological, literary, and artistic materials will be utilized within an historical framework. *Mr. Fuchs*

AMSTD 170a. The Idea of Conspiracy in American Culture

Consideration of the "paranoid style" in American life and letters; close reading of literature alleging conspiracies in connection with six topics: (1) Kennedy and Lincoln assassinations; (2) Alger Hiss and the Rosenbergs; (3) World War II and the Korean War; (4) Anti-Semitism in America; (5) The Catholic Church; (6) Flying Saucers. *Mr. Cohen*

***AMSTD 175a. Violence in American Life**

***AMSTD 176a. Science and Consciousness in the 19th Century**

AMSTD 180b. Problems in Contemporary American Education

Concentrating on pre-college education, an analysis of the problems, educational and political, which confront American schools. Theories of learning, methods of teaching, instruments of measuring educational success, the politics of getting things done will be considered. *Mr. Cohen*

* Not to be given in 1974-75.

AMSTD 185bR. American Political and Social Thought Since World War II

The course will be especially attentive to the spectre of totalitarianism, the impact of the atomic bomb, the "end of ideology," and various strains on the pluralist consensus (particularly in the 1950's) as revealed in contemporary works of political theory, reportage, and polemic.

Mr. Whitfield

AMSTD 193b. Field Study of a Social Welfare Problem

The course is designed (1) to deal with a social problem in the United States and how society responds to it and (2) to introduce students to methods of studying social welfare policies and programs. In addition to readings, the course is built primarily around a study project in the field. The subject is chosen by the students.

Mr. Perlman

AMSTD 194a. Social Welfare Policy and the Law

The course will examine law in relation to social welfare policies as expressed primarily through a study of judicial decisions; law as an expression of social policy; social policy as established by legislative enactments, administrative regulations, and judicial decisions; judicial decisions affecting the rights of the poor, minority groups, residence laws, conflicting social policies; new developments in legal services.

(See Legal Studies)

Mr. Schottland

AMSTD 195a. The Philosophy and Practice of Rehabilitation in the United States

This course will trace the first 50 years of the rehabilitation movement; study the interdependence with other fields of scientific study and professional endeavor, the pattern of service delivery and fiscal support, and the emergence of a rehabilitation profession; refer to parallel developments in other countries and within the United Nations; and deal more specifically with a few selected disabilities.

Mr. Dybwad

ANTHROPOLOGY

Professor Helen Codere, *Chairwoman*; Professors David Kaplan, Robert A. Manners, Emanuel Marx (*Visiting*), Alex Weingrod; Associate Professors George L. Cowgill, Robert C. Hunt, David Jacobson†, Marguerite S. Robinson, Benson Saler; Assistant Professors Joan Bamberger†, David A. Horr, Judith T. Irvine (*Advising Head*), E. Craig Morris.

Requirements for Concentration

A. Required of all candidates: ANTHR 1; 2 or 3; 83a plus five semester courses in Anthropology and two semester courses above the introductory level, in other departments of the School of Social Science. Honors candidates are required to take an additional course, ANTHR 99.

Anthropology concentrators who wish to take a combined concentration in anthropology and linguistics will be required to take:

1. ANTHR 1; 2 or 3; 83a; 102a and b.

2. Three additional anthropology courses from those listed in the departmental offerings.

† On leave, 1974-75.

3. Three of the following courses in linguistics: ENG 191b, 193a, 196a and b, 197b.

B. *Anthropology and Behavioral Studies.* Students majoring in anthropology with an interest in animal behavior may prepare themselves with a coordinated set of 16 courses drawn from anthropology, biology, and psychology. (Psychology concentrators also have a parallel psychology and animal behavior alternative open to them.)

The students would take the following courses:

ANTHR 1aR, 3a, 83a, 111a, 112a, 115a, 212a and b.

BIOL 10a and b, 12a and b.

PSYCH 2a, 11a, 119a, and one of the following: 118b, 120aR, sec 2, 140a, 141a, 177a, or 127a.

Directed field or laboratory research in behavior will be available in connection with ANTHR 99. Students should contact Mr. Horr in the Anthropology Department.

C. Those planning to go on to graduate work should consult carefully with their advising head regarding course selections. Where prerequisites are listed, they must be fulfilled satisfactorily before enrollment in the stipulated course, except under extraordinary circumstances with permission of the Chairwoman of the Department.

ANTHR 1a Sec 1. Social Anthropology

General introduction to ethnography and social anthropology. *Mr. Manners*

ANTHR 1a Sec 2. Social Anthropology

Ms. Irvine

ANTHR 1aR. Social Anthropology

Instructor to be Announced

ANTHR 2a. The Development of Prehistoric Societies

A survey of archaeology and human prehistory. The origins of culture, the beginnings of agriculture and village life, and the rise of urbanism will receive primary attention. *Mr. Morris*

ANTHR 3b. Introductory Physical Anthropology

A basic introduction to human evolution and the development of culture from its earliest beginnings. *Mr. Horr*

ANTHR 4a. Freshman Seminar: The Anthropology of Equality and Inequality

The course will critically evaluate some of the major theorists of stratification, explore comparatively the bases of inequality in primitive, pre-industrial and industrial societies, and relate the foregoing to some of the recent philosophic and policy statements concerning the creation of a more egalitarian society. *Mr. Kaplan*

ANTHR 15b. The Family in Cross-Cultural Perspective

A cross-cultural analysis of the family and the nature of kinship ties. Family systems in India, China, Africa, and Oceania will be studied in detail with emphasis on the relation of the individual to the family, and of the role of family and kinship in the social structure of each society. *Ms. Robinson*

ANTHR 19b. Hunters and Gatherers

An examination of selected monographs on the Pygmies, Bushmen, Eskimo, Australian aborigines and Indians of North and South America with emphasis on problems in comparative social organization, ecology and religion.

Instructor to be Announced

ANTHR 83a. Comparative Studies in Society

Seminar for senior concentrators in anthropology or by permission of instructor.

Instructor to be Announced

- ANTHR 90. Independent Field Study** *Permission of Department required*
- ANTHR 98a,b. Readings in Anthropology** *Staff*
- ANTHR 99. Senior Research Honors** *Staff*
- ANTHR 100a. (LAS 100a) (HIST 173a) Interdisciplinary Pro-Seminar in Latin American Studies** *Mr. Yglesias*
- ANTHR 102a. Anthropological Linguistics I**
 An introduction to linguistics from an anthropological perspective. The course will stress: 1) how to deal with unfamiliar languages, and 2) the development of linguistic theory (syntax and phonology) in the 20th century. Readings in linguistic theory, especially on current trends, will be combined with practical work on languages from various parts of the world. *Ms. Irvine*
- ANTHR 102b. Anthropological Linguistics II**
 The study of language use and variation. Topics include: semantics; language and culture; language change; language acquisition; and sociolinguistics (language variants and social groupings; language in social interaction). Problems of relating linguistic theory to variation and social context will also be considered. Prerequisite: ANTHR 102a or ENG 191a *Ms. Irvine*
- *ANTHR 103b. Language, Society and Culture**
- ANTHR 105a. Ritual, Myth and Symbol**
 A study of the social dynamics of ritual behavior, mythology and symbolism in primitive society. *Instructor to be Announced*
- ANTHR 109b. Archaeological Methods**
 Basic archaeological procedures for reconnaissance, excavation, and analysis of data; some important aspects of primitive technology; a survey of recently developed instruments and techniques for finding, dating, and analyzing ancient materials; and problems in archaeological theory. *Mr. Morris*
- ANTHR 110aR. Physical Anthropology**
 An introduction to the methods and materials of physical anthropology. A brief, intensive survey of primate and human evolution and fossil man. A study of human adaptation and the distribution of modern man in terms of morphology, genetics, geographical distribution, culture and environment factors. *Mr. Horr*
- ANTHR 111a. Primates**
 An intensive introduction to the study of non-human primates with emphasis on ethology and primate behavior. An inquiry into the evolution of human behavior from a primate matrix, and the use of living non-human primates in understanding the nature of modern man. *Mr. Horr*
- ANTHR 112bR. Evolution and Natural Selection**
 A course designed to present the history and modern theory of evolution. A basic understanding of how natural selection and evolution operate, including detailed examination of some of the basic mechanisms of evolution. *Mr. Horr*
- *ANTHR 115a. Culture and Biology**
- ANTHR 123a. Archaeology and Prehistory**
 A study of man's prehistoric cultures and the concepts and methods used by archaeologists in obtaining and interpreting data about these early cultures. *Mr. Morris*

* Not to be given in 1974-75.

ANTHR 124a. Civilizations of Mesoamerica

The development of complex societies in Mexico and Guatemala, their history, social and political institutions, art, religion, and literature. Most emphasis will be on the Olmecs, Maya, the Teotihuacan civilization of central Mexico and the Aztecs. *Mr. Cowgill*

***ANTHR 125b. Origins of East Asian Civilizations**

ANTHR 127aR. The First Complex Societies and Cities

A comparative study of the origins and functioning of early urban societies and states. Social, political, economic, ideological, technological and ecological factors are emphasized. The aim is toward better understanding of developmental processes. Somewhat different examples are chosen in different years.

Prerequisite: Permission of instructor.

Mr. Cowgill

ANTHR 128. (MEDST 112) The Archaeology of the Aegean and the Near East

Mr. Todd

ANTHR 129a. (MEDST 119a) The Neolithic Period in Anatolia

Mr. Todd

***ANTHR 133a. Modern Africa**

***ANTHR 135b. Peoples and Cultures of India**

***ANTHR 140a. Prehistory of North American Indians**

ANTHR 141b. The American Indian

A survey of the peoples and cultures of aboriginal North America. *Mr. Manners*

***ANTHR 143b. Modern Cultures of Middle America**

ANTHR 144aR. Indians of South America

Readings in the literature on Indian populations in lowland South America.

Mr. Saler

***ANTHR 144b. Social Anthropology of Contemporary South America**

ANTHR 145b. The Development of Andean Civilization

A developmental perspective on the Andean peoples from the initial occupation of the area to the present. Special emphasis will be placed on the Inca, and the fate of native traditions in the modern setting will be briefly examined. *Mr. Morris*

ANTHR 151a. Social Organization I

Theories of social organization, the inter-relations of social institutions, current anthropological methods of interpretation and analysis. Permission of instructor.

Instructor to be Announced

ANTHR 151b. Social Organization II

A continuation of 151a. This course will emphasize structural analysis. Designed primarily for advanced undergraduate and graduate students. *Mr. Saler*

ANTHR 152b. Economic Anthropology

Economic institutions of non-industrial societies.

Ms. Codere

***ANTHR 153a. Primitive Art**

ANTHR 153b. (MUSIC 180b) Ethnomusicology

* Not to be given in 1974-75.

ANTHR 154a. Comparative Religion

An exploration of belief and behavior in societies of non-literate peoples with reference to theories concerning the origins and functions of religion. *Mr. Saler*

***ANTHR 154b. Selected Topics in Comparative Religion**

ANTHR 155bR. Psychological Anthropology

An examination of the relationships between sociocultural systems and individual psychological processes with a critical evaluation of selected theories and studies bearing on this problem. *Mr. Saler*

ANTHR 156a. Political Anthropology

Survey of anthropological theories of government, politics, conflict and social control. Students will do field research in local political contexts. *Mr. Weingrod*

***ANTHR 156b. Selected Topics in Political Anthropology**

ANTHR 158aR. Urban Anthropology

Selected problems in the description and analysis of urban social organization. *Instructor to be Announced*

***ANTHR 158b. Selected Topics in Urban Anthropology**

***ANTHR 159aR. Anthropology and Contemporary Issues**

***ANTHR 160b. An Anthropological Perspective on the Third World**

ANTHR 161b. Culture and Cognition

An exploration of techniques used by anthropologists to discover and analyze cognitive systems (systems of meaning, categorization, and planning) in different cultures. *Ms. Irvine*

ANTHR 165a. Modernization and Social Change

Exploration of selected problems and processes of modernization with reference to both the "developed" and the "underdeveloped" states and the relationships between them. *Mr. Weingrod*

ANTHR 170aR. Peasant Cultures: Past and Present

Representative agrarian cultures will be dealt with in detail, with particular emphasis on the interrelationship among the city, the rural community and the state. *Messrs. Kaplan and Weingrod*

ANTHR 171a. The Comparative Method

A survey of the comparative method in anthropology. Special emphasis will be given to selected problems, e.g., units of analysis, data quality control, measuring covariation, validity of premises in concept systems. *Mr. Hunt*

ANTHR 172b. (CJS 169b) Social Change in Israel

An analysis of recent social and political trends in Israeli society. Particular attention will be given to processes of social mobility, ethnic integration and elite formation. *Mr. Weingrod*

ANTHR 175a. Proseminar in Anthropological Theory I

Analysis of representative classics in anthropology. *Ms. Codere*

ANTHR 175b. Proseminar in Anthropological Theory II

The development of anthropological theory, major present-day trends and their relation to problems of research. *Mr. Kaplan*

* Not to be given in 1974-75.

ANTHR 177b. (MEDST 177b) Archaeological Method and Theory

An examination of important techniques and theoretical and methodological issues in contemporary archaeology. Permission of instructor. *Mr. Cowgill*

***ANTHR 180b. Historical Anthropology**

ANTHR 185a. (MEDST 185a) Mathematical and Computer Methods in Archaeology

An introduction to statistics and to computers, and a survey of applications in archaeology. *Mr. Cowgill*

ANTHR 190a. Comparative Social Stratification

Course will deal with the evolution of social stratification systems in primitive pre-industrial and industrial societies. Major theories of social stratification will be critically evaluated. Undergraduates by permission of instructor. *Mr. Kaplan*

BIOCHEMISTRY

Professor Robert H. Abeles, *Chairman*; Professors Gerald D. Fasman†, David M. Freifelder, Lawrence Grossman, William P. Jencks, Lawrence Levine, John M. Lowenstein, Alfred G. Redfield (Rosenstiel Center), Serge N. Timasheff, Helen Van Vunakis (*Advising Head*); Associate Professors Thomas C. Hollocher, Jr., Susan Lowey (Rosenstiel Center), William T. Murakami, Robert F. Schleif, Morris Soodak; Assistant Professors Jen-Shiang Hong, Pieter C. Wensink (Rosenstiel Center).

Requirements for Concentration

A. Required of all candidates: CHEM 11a,b or 15a,b; Lab 18a and b; CHEM 25a and b; Lab 29a and b; CHEM 41a and b; Lab 49a and b; BCHEM 100; BCHEM 20 or 103a; 104b.

Biochemistry can be approached from a chemical point of view or from a biological point of view. A student may choose either approach. If he chooses the biological approach, BIOL 10a and b must be taken. If he chooses the chemical approach, at least two electives should be in chemistry, physics, or biochemistry. Additional electives may be in any area. Possible electives are: BIOL 41a; 102b; 103a; 30aR; CHEM 122a and b; 130a; PHYS 20 (for those who have taken PHYS 11); 30; 40; BCHEM 101; 110.

A student who satisfies these requirements will receive a degree with a joint concentration in biochemistry-chemistry. If a student takes the electives in biology, the requirements for a degree with a joint major in biochemistry-biology can be met. Joint majors will have an adviser from each department. The program also meets all requirements for pre-medical students.

B. Honors Program: BCHEM 101 and BCHEM 99. Students who wish to be considered for the honors program in biochemistry should have a generally satisfactory academic record and honor grades in the required science courses. A candidate for distinction is required to petition the staff at the beginning of the senior year. If action on this petition is favorable, an honors program will be devised for the student. This honors program must be approved by the staff at the beginning of the senior year and must be successfully completed by the student in order to obtain distinction in biochemistry.

* Not to be given in 1974-75.

† On leave, 1974-75.

Students taking BCHEM 99 may receive from eight to twelve credits per year for this course. The number of credits will be determined by the research supervisor of the 99 course and the Department head. A satisfactory written report including the results of an independent investigation is required by the Department.

BCHEM 20a. Introduction to Molecular Biology

The fundamental properties of macromolecules which form the bases of information transfer in biological systems will be studied. An analysis of the biochemical machinery catalyzing the process of genetic information transfer will be stressed.

Mr. Grossman

BCHEM 20aR. Introduction to Molecular Biology

Instructor to be Announced

BCHEM 33b. Animal Viruses

The biology of virus infected mammalian cells will be examined with emphasis on the biochemistry of the infected cell and virus replication.

Prerequisite: BCHEM 100 or consent of the instructor.

Mr. Murakami

BCHEM 36b. Introductory Biochemistry

Chemistry, reactions and metabolism of biologically important compounds. Formation and utilization of "energy-rich" compounds. Introduction to enzyme mechanisms. An attempt will be made to interrelate and compare basic biochemical and chemical processes. (Equivalent to BCHEM 100)

Prerequisite: CHEM 25a,b; may be taken concurrently.

Mr. Hollocher

BCHEM 98b. Undergraduate Seminar in Biochemistry: Biochemical Toxicology

The fate in the body of certain drugs and environmental agents will be studied with emphasis on the biochemical events which lead to detoxification or to enhancement of biological activity.

Prerequisites: CHEM 25 and BCHEM 100a. Limited to 12 students. Consent of the instructor required.

Ms. Van Vunakis

BCHEM 99. Research for Undergraduates

Staff

BCHEM 100a. Introductory Biochemistry

Chemistry, reactions and metabolism of biologically important compounds. Formation and utilization of "energy-rich" compounds. Introduction to enzyme mechanisms. An attempt will be made to interrelate and compare basic biochemical and chemical processes.

Prerequisite: CHEM 25a and b.

Messrs. Abeles and Jencks

Admission to any of the following courses in Biochemistry requires the consent of the instructor.

BCHEM 101a,b. Advanced Biochemistry

A discussion of enzyme reactions including energetics, kinetics, and reaction mechanism. Metabolism of carbohydrates, lipids, amino acids, nucleic acids, vitamins and coenzymes, hormones and inorganic substances. Coupled enzyme reactions, such as oxidative phosphorylation, and the synthesis of macromolecules such as glycogen, protein and the nucleic acids.

Prerequisite: CHEM 25a, b, BCHEM 100a or their equivalent. Some background in elementary physical chemistry is recommended but is not required.

Messrs. Abeles and Jencks

BCHEM 102a. Immunochemistry

An introduction to the basic concepts of immunochemistry and immunobiology. Mode and mechanism of antibody synthesis and of antigen-antibody interaction; application of immunochemical methods to the estimation and characterization of proteins, polysaccharides, enzymes and hormones.

Mr. Levine

BCHEM 103a. Molecular Biology

The general principles of molecular biology will be emphasized with respect to nucleic acid biosynthesis, structure, and physiological involvement. In addition, a description of events dealing with control of genetic information will be outlined.

Mr. Schleif and staff

BCHEM 104b. Introduction to Physical Biochemistry

Discussion of physical methods: molecular weight measurements, polyelectrolyte properties, structural and conformational analyses of various spectroscopic and X-ray techniques, macromolecular interactions, magnetic methods.

Mr. Timasheff and Ms. Lowey

BIOLOGY

Professor Jerome A. Schiff, *Chairman*; Professors Carolyn Cohen (Rosenstiel Center), Herman T. Epstein, Martin Gibbs, Harlyn O. Halvorson (Director, Rosenstiel Center), Albert Kelner, Andrew G. Szent-Gyorgyi; Associate Professors Chandler M. Fulton, Attila O. Klein, Gjerding Olsen (*Advising Head*), Raymond E. Stephens; Assistant Professors James E. Haber (Rosenstiel Center), Jeffrey C. Hall, John E. Lisman (*Visiting*), Marion Nestle, Michael Rosbash (Rosenstiel Center), Dan J. Stewart; Lecturer Clyde D. Willson.

Requirements for Concentration

A. Advanced Standing: Credit for a year of biological science can be given upon successful completion of the Advanced Placement Examination with a grade of 3, 4, or 5. In order to concentrate in biology, however, any such candidate must also pass a departmental examination which is equivalent to that given in BIOL 21a and 31a. BIOL 12a, b (general biology laboratory) is required of all majors and premedical students and may also be exempted by examination.

Prospective biology majors are urged to take the Advanced Placement Examinations given during the first week of classes so that they may be considered for advanced standing by the biology staff.

A student is eligible for advanced standing in any course in the Biology Department if he is (a) recommended for advanced standing by the staff member teaching the course in question and (b) if this recommendation is approved by the biology staff. Minimum requirement is the satisfactory passing of an examination equivalent to the final examination normally administered for the course for which advanced standing is requested.

No course offered for concentration requirements in biology may be taken on a pass/fail basis.

B. (1) All majors who have already completed BIOL 11a, b and 12a, b must complete: BIOL 21a *or* aR or BCHEM 20aR, BIOL 40a *or* aR; CHEM 10a and b *or* 11a and b *or* 15a

and b, 18a and b or 19a and b, 25a and b, 29a and b; MATH 10a and 19b or 10b, or 11 or 12; PHYS 10 and 18c or 11 and 19c. In addition, biology majors must also select three elective courses from the offerings of the Biology and Biochemistry Departments (excluding courses numbered 90-99 and other courses designed to meet the cell biology and genetics requirements), and CHEM 41a, b.

(2) Majors who have *not* taken BIOL 11 and 12 must complete: BIOL 21a or aR or BCHEM 20aR, BIOL 31a or aR, BIOL 40a or aR, BCHEM 100a or aR and three elective courses from biology and biochemistry offerings (excluding courses numbered 90-99, and other courses designed to meet the cell biology and genetics requirements) and CHEM 41a, b.

C. Premedical and predental students who are not biology majors will take BIOL 20a or aR or BCHEM 20a or aR, BIOL 30a or aR or BCHEM 36b, and BIOL 12a, b in order to fulfill their premedical requirement in biology.

D. Satisfactory grades must be maintained in all biology courses offered for concentration, and no more than one D will be allowed in any other course offered toward the requirements in this department.

Primarily for Undergraduates

BIOSC 2b. Cell Biology

This course will present current research findings relating to the basic phenomena of life — that is of metabolism, reproduction, sensitivity, reactivity, adaptation and control. Emphasis will be upon the processes, not upon the organisms. Unresolved problems which are now, and in the future even more so, critically important to an informed person will be discussed.

This course cannot be used to satisfy premedical requirements.

Mr. Olsen

BIOL 12a,b. General Biology Laboratory

The course aims at providing a first-hand experience with a wide array of organisms and illustrates basic approaches to problem solving in biology.

This lab may not be counted for rate of work, but is considered part of 20a or aR, 21a or aR, 30a or aR, 31a or aR, and is designed to be taken concurrently with these courses. Students must enroll in it separately.

Prerequisites: see above.

4 credits per year.

Laboratory fee: \$15 per semester.

Enrollment limited. Permission of instructor required.

Ms. Nestle

BIOL 20a. Genetics and Molecular Biology

An introduction to current understanding of hereditary mechanisms and the cellular and molecular basis of gene transmission and expression.

(Not open to students who have completed BIOL 10a, b, or 11a, b).

Prerequisite: CHEM 10, 11, 15.

Enrollment limited to 40 students.

Mr. Willson

BIOL 21a. Genetics and Molecular Biology

An introduction to current understanding of hereditary mechanisms and the cellular and molecular basis of gene transmission and expression.

Prerequisite: CHEM 10, 11, 15.

Enrollment limited to 40 students.

Sec. 1 — Open only to students who have completed BIOL 11a, b.

Mr. Haber

Sec. 2 — Open only to students who have completed BIOL 11a, b.

Mr. Epstein

Sec. 3 — Not open to students who have completed BIOL 11a, b.

Mr. Hall

BIOL 25a. Experimental Marine Ecology

The principles of ecology will be investigated using the marine environment as a model system. Correlated lecture discussion, primary reference material, laboratory experimentation, and field work.

Prerequisite: Permission of instructor.

Two lectures and one discussion session per week; "open-ended" laboratory and field work.

5 credits.

Laboratory fee: \$20.

Enrollment limited to 20 students.

Mr. Stephens

BIOL 26a. Biology of Plants

Special characteristics of plants as organisms. The relationship of plants to the soil, atmosphere and other organisms. Metabolic patterns involved in the synthesis of products of special interest to humans; foods, fibers and other organic constituents. Natural and artificial regulation of plant growth.

Prerequisites: One semester of any of the following courses: BIOSC 2b, BIOL 10, 11, CHEM 10, 11, 15.

Enrollment limited to 25 students.

Mr. Klein

BIOL 29b. Genetics Laboratory

Introductory genetics laboratory will stress the diverse methods of genetic analysis in bacteria, phage, and several eucaryotic organisms. Specific experiments will involve mutagenesis, selection, gene mapping and aspects of gene action.

Prerequisites: BIOL 20a or aR or 21a or aR, or BCHEM 20a, aR, may be taken concurrently.

Laboratory fee: \$20.

Enrollment limited to 15 students.

Mr. Stewart

BIOL 30aR. Cell Biology

Basic architecture of cells, cellular organelles and their molecular components. The dynamics of cell growth, nutrition and metabolism. Specialized cell functions. (Not open to students who have completed BIOL 10a, b.)

Prerequisite: CHEM 10, 11, 15.

Enrollment limited to 40 students.

Ms. Nestle

BIOL 31a. Cell Biology

Basic architecture of cells, cellular organelles and their molecular components. The dynamics of cell growth, nutrition and metabolism. Specialized cell functions. (Not open to students who have completed BIOL 11a, b.)

Prerequisites: CHEM 10, 11, 15; CHEM 25 may be taken concurrently.

Enrollment limited to 40 students per section.

Mr. Schiff

BIOL 31aR. Cell Biology

See above for description.

Sec. 1 — Not open to students who have completed BIOL 11a, b. *Mr. Willson*

Sec. 2 — Not open to students who have completed BIOL 11a, b. *Mr. Gibbs*

BIOL 32a. General Microbiology

An introduction to the biology (i.e., genetics, physiology, morphology, and development) of primitive organisms, including the viruses, bacteria, algae yeasts, molds, and protozoa. The laboratory is designed to give the student a grounding in bacteriological techniques.

Prerequisite: CHEM 25a, b (may be taken concurrently).

Messrs. Halvorson and Schiff

BIOL 35a. Comparative Anatomy of the Vertebrates

An intensive comparative study of the anatomy of the principal organ system of vertebrate animals, with detailed laboratory study of representative forms.

Three classroom and six laboratory hours per week.

5 credits.

Laboratory fee: \$20.

Enrollment limited to 12 students.

Mr. Olsen

BIOL 40a. Developmental Biology

An introduction into organismic development of plants and animals. Cell differentiation, tissue interactions, and molecular mechanisms in development.

Prerequisites: BIOL 21a or aR or BCHEM 20aR or BIOL 30a, BIOL 31a or aR.

Enrollment limited to 40 students per section.

Mr. Stewart

BIOL 40aR. Developmental Biology

See above for description.

Sec. 1

Messrs. Klein and Fulton

Sec. 2

Mr. Wensink

BIOL 41a. General Physiology

Basic principles of physiology with special reference to vertebrates. Nerve, muscle, and other topics will be discussed. Examples of contemporary research will demonstrate the methods of attack used in physiological investigation.

Prerequisite: CHEM 25a, b (may be taken concurrently).

Mr. Szent-Gyorgyi

BIOL 95b. Advanced Projects Laboratory

A series of investigative laboratory projects in the areas of interest of participating staff members, utilizing basic techniques in cellular physiology including characterization of biologically important structures, molecules and metabolic pathways. Open-ended laboratory requiring at least the equivalent of two-three afternoons a week.

Prerequisites: BIOL 31a or aR, and permission of instructor.

Enrollment limited to eight students.

This course will not meet distribution requirements.

Mr. Willson

BIOL 98a or b. Readings in Biology

This course will be open to exceptionally well-qualified students to serve as an introduction into the research literature of biology.

Admission only with the permission of the department. This is a one-semester course that can be taken either in the Spring or Fall term for a maximum of 4 credits. This course will not meet distribution requirements.

Staff

BIOL 99. Senior Research

This course will involve the student in an independent research project conducted under the supervision of a staff member. It will serve as an intensive introduction to specific methods of biological research. The experimental findings are to be presented in writing to the department for approval.

Admission only to students with an honor record in biology and with the permission of the department and of the staff member proposed as the research supervisor.

8 to 12 credits by arrangement with the instructor and staff. This course will not meet distribution requirements.

Staff

For Undergraduate and Graduate Students

Admission to any of the following courses in biology requires the consent of the instructor.

BIOL 101b. Comparative Physiology of Animals

An intensive comparison will be presented of the mechanisms which diverse organisms have evolved to deal successfully with similar environmental challenges. Similarities and dissimilarities in the processes operating to regulate metabolism, reproduction, sensitivity and reactivity in animals will be studied.

Prerequisites: BIOL 41a or equivalent.

Three classroom and three laboratory hours per week. 5 credits.

Laboratory fee: \$20.

Enrollment limited to 10 students.

Mr. Olsen

BIOL 102b. (PHYS 152b) Structural Biology

Physical principles of biomolecular organization. Image formation: microscopy and x-ray diffraction. Studies of the design and function of muscle, virus particles, membranes and other cellular structures.

Note: Some background in physics and chemistry is desirable.

Ms. Cohen and Mr. Caspar

BIOL 103b. Seminar in Cell Structure and Function

Molecular architecture of the living cell and its relationship to life processes. The generalized cell, the cell in division, and the specialized cell will be considered from the viewpoint of classical cytology and also in terms of current biochemical, optical, and electron-optical studies.

Prerequisites: BIOL 30a or 21a or aR, 31a or aR, 40a or aR.

Mr. Stephens

BIOL 104a. Molecular and Cellular Basis of Development

Gene expression and its control in the growth and development of microorganisms and metaphyte-metazoan cells in culture, with emphasis on eucaryotic cells. Programming and phenotypic expression in cell differentiation.

Prerequisite: BIOL 40a.

Mr. Fulton

BIOL 105b. Advanced Genetics

The purpose of this course is to consider topics which are dealt with, or at least mentioned, in introductory genetics, and go into them in depth and detail. There are two basic approaches to the problem areas: cytogenetics, and molecular genetics. Emphasis will be placed on problems currently under investigation.

Prerequisites: BIOL 20a or aR or 21a or aR or 30a or BCHEM 20aR.

Mr. Hall

BIOL 140b. DNA Repair: Its Genetic and Evolutionary Aspects

A comprehensive review of DNA repair (photoreactivation and dark repair) emphasizing its place in biology. Topics included: relation of repair to the origin of life and early evolution of cells; repair considered as a gene stabilizing mechanism; role of ultraviolet light during evolution; natural selection for repair in contemporary life.

Prerequisite: BIOL 30a, or the equivalent; or permission of instructor.

Mr. Kelner

BIOL 141b. Physical Biology

Physical methods; treatment of experimental data; physical aspects of vision and hearing; introduction to radiobiology and theoretical biology; forces involved in biological events; structure and properties of membranes.

Prerequisite: Satisfactory grades in full year courses in biology, chemistry, mathematics, and physics.

Mr. Epstein

Biology Colloquium

Presentations by staff members and guest lecturers on original investigations. Open to all undergraduate and graduate students of the department. *No credit. See Graduate School catalog for courses numbered 200 and above.*

Biophysics Option

To encourage students wishing to concentrate in biology to acquire the extra mathematical, physical, and chemical background needed for the area of biophysics, the department offers an option which contains a reduced number of biology courses and an increased number of courses in the other science areas.

In addition to the introductory courses in each science department, students will take: MATH 10a and 19b or 10b, or 11 or 12; CHEM 25a, b, 29a, b and 41a, b; PHYS 20a, b; and three Biology courses chosen from among BIOL 21a or aR or BCHEM 20aR, BIOL 31a or aR, 32a, 41a, 102b, 140b.

Students with an honor grade average in science courses taken before the senior year may petition the department to accept successful completion of this option as fulfilling the departmental requirements for distinction.

Joint Biology-Chemistry Option

A student can graduate with a joint major in biology and chemistry if, in addition to the basic biology requirements (excluding electives), he elects: CHEM 41a, b and 49a, b; PHYS 31a, or MATH 20a or 21a; and BCHEM 100a.

Biochemistry Concentration

There is a biological option open to students concentrating in biochemistry. Such students will be advised jointly by members of both departments and may offer BIOL 99 or honors. For details see biochemistry concentration requirements.

CHEMISTRY

Professor Kenneth Kustin, *Chairman*; University Professor Saul G. Cohen; Professors Paul B. Dorain†, Sidney Golden†, Ernest Grunwald, James B. Hendrickson†, Henry Linschitz, Myron Rosenblum, Robert Stevenson; Associate Professors Michael J. Henchman, Peter C. Jordan, Colin Steel, Thomas R. Tuttle, Jr.; Assistant Professors Iu-Yam Chan, Emily P. Dudek (*Adjunct*), Irving R. Epstein (*Advising Head*), Bruce M. Foxman, Philip M. Keehn, Ronald J. Parry; Lecturer Donald J. Ciappanelli.

Requirements for Concentration

A. Required of all candidates: CHEM 10a, b lectures with 18a or 18aR laboratory or 11a, b or 15a, b lectures with 18a, b or 19a, b laboratory; 25a, b lectures with 29a, b laboratory; 41a, b lectures with 49a, b laboratory; CHEM 121a or BCHEM 100a; MATH 10 or 11 or 12; PHYS 10 or 11 and 18c or 19c. In addition, one of the following two options: I. PHYS 31a, b or MATH 20a, b or 21a, b or 22a, b. II. PHYS 31a or a semester course in mathematics numbered 20 or above, and either CHEM 121a (if biochemistry has been elected) or one semester of biology or one semester of an advanced course in physics.

CHEM 10a, b or 11a, b or 15a, b satisfies the University distribution requirement in science. With one year of the associated laboratories these courses will satisfy the

†On Leave, 1974-75.

general chemistry entrance requirements of most medical schools. The organic chemistry entrance requirements of most medical schools will be satisfied by CHEM 25a, b lectures and CHEM 29a, b laboratory. It is recommended that CHEM 41a, b lectures and CHEM 49a, b laboratory be taken in the junior year and that at least one advanced course in science or mathematics be taken in the senior year.

B. Additional requirement for candidates for degrees with departmental honors: Two semesters of advanced courses in the School of Science with the approval of the Chemistry Department. Students must petition the department before the end of their junior year if they wish to be admitted to the honors program.

C. A student who plans to do graduate work in chemistry is urged to take CHEM 121a and 129a. If the program selected to fulfill the requirement in Section B includes (1) two semester courses in chemistry or biochemistry, and (2) CHEM 110b, this program will meet the standards for certification by the American Chemical Society. A reading knowledge of a foreign language, although not required for professional undergraduate education in chemistry, is strongly recommended, particularly for students planning advanced study in science. German is especially helpful.

D. A student may graduate with a joint major in biology and chemistry if the concentration requirements in chemistry are met and the course of study includes BIOL 11a, b; 12a, b; 30a or 30aR; 40a or 40aR; and BCHEM 100a.

E. If the concentration requirements for chemistry are met and the course of study includes BCHEM 100a, 103a, 104b and the appropriate electives in the School of Science, the student will have satisfied the requirements for a joint concentration in chemistry-biochemistry.

CHEM 1aR. Chemical Science — The Splitting of the Atom

A study of the discovery and development of atomic energy and nuclear fission from several points of view including scientific, historical, political and philosophical. An introduction to some of the important principles of chemistry and physics. The interaction of technology with "pure science" and the determination of the direction of scientific research. Primarily for non-science concentrators.

Prerequisite: Algebra and chemistry or physics in high school.

Enrollment by the consent of the instructor.

Three lecture hours per week. 4 credits.

Mr. Epstein

CHEM 10a. Elementary General Chemistry, Lectures

An introduction to the fundamentals of chemistry for students who have had no previous or recent course in chemistry. Experimental and theoretical basis of chemical principles with emphasis on the logical development of the understanding of chemical properties.

Three lecture hours per week. 4 credits.

Mr. Tuttle

CHEM 10b. Elementary General Chemistry, Lectures

A continuation of CHEM 10a.

Prerequisite: A passing grade in CHEM 10a.

Three lecture hours per week. 4 credits.

Mr. Tuttle

CHEM 11a. General Chemistry, Lectures

A basic course in chemistry designed for students who have had a recent secondary-school course in chemistry. A development of the understanding of chemical properties through experimental evidence and theoretical concepts, with an emphasis on fundamental principles.

Three lecture hours per week. 4 credits.

CHEM 11b. General Chemistry, Lectures

A continuation of CHEM 11a.

Prerequisite: A passing grade in CHEM 11a.

Three lecture hours per week. 4 credits.

CHEM 11a, b Sec. 1

CHEM 11a, b Sec. 2

CHEM 11a, b Sec. 3

CHEM 11a, b Sec. 4

Mr. Chan

Mr. Grunwald

Mr. Linschitz

Mr. Steel

CHEM 15a. Advanced General Chemistry, Lectures

A basic course in chemistry designed for students with good preparation and aptitude in science. A rigorous and theoretical introduction to the principles of chemistry; CHEM 15a can be expected to demand more ability and effort than CHEM 11a.

Prerequisite: Permission of the department.

Three lecture hours per week. 4 credits.

CHEM 15b. Advanced General Chemistry, Lectures

A continuation of CHEM 15a.

Prerequisite: A passing grade in CHEM 15a.

Three lecture hours per week. 4 credits.

CHEM 15a, b Sec. 1

CHEM 15a, b Sec. 2

Mr. Epstein

Mr. Henchman

CHEM 18a.§ Introductory Chemistry Laboratory

Laboratory course consisting of basic chemistry experiments designed to complement general chemistry lectures.

Prerequisite: CHEM 11a or CHEM 15a or CHEM 10b (any may be taken concurrently) or equivalent.

One afternoon of laboratory per week. 2 credits.

Laboratory fee: \$20.

Ms. Dudek

CHEM 18aR.§ Introductory Chemistry Laboratory

CHEM 18aR is equivalent to CHEM 18a but given in the spring term and is generally taken by students who are taking CHEM 10.

One afternoon of laboratory per week. 2 credits.

Laboratory fee: \$20.

Ms. Dudek

CHEM 18b.§ Introductory Chemistry Laboratory

A continuation of CHEM 18a. An introduction to the principles of chemical analysis in aqueous and non-aqueous media

Prerequisite: CHEM 18a or CHEM 19a.

One afternoon of laboratory per week. 2 credits.

Laboratory fee: \$20.

Mr. Foxman

CHEM 19a.§ Chemistry Laboratory I

Laboratory course planned to develop an independent and critical approach to the design and analysis of experiments complementing general chemistry lectures.

Prerequisite: CHEM 11a or 15a (may be taken concurrently) or the equivalent.

One afternoon of laboratory per week. 2 credits.

Laboratory fee: \$20.

Ms. Dudek

§Labs do not count for rate of work, but students must enroll in them separately.

CHEM 19b.§ Chemistry Laboratory I

A continuation of CHEM 19a. The laboratory is designed to illustrate the principles of analytical chemistry in aqueous and non-aqueous media.

Prerequisite: CHEM 19a or the equivalent or permission of the instructor.

One afternoon of laboratory per week. 2 credits.

Laboratory fee: \$20.

Mr. Foxman

CHEM 25a. Organic Chemistry, Lectures

Structure, reactions, preparation and uses of the compounds of carbon.

Prerequisite: A satisfactory grade in CHEM 10b or 11b or 15b or equivalent.

Three lecture hours per week. 4 credits.

CHEM 25b. Organic Chemistry, Lectures.

A continuation of CHEM 25a.

Prerequisite: A passing grade in CHEM 25a.

Three lecture hours per week. 4 credits.

CHEM 25a, b Sec. 1

Mr. Rosenblum

CHEM 25a, b Sec. 2

Mr. Parry

CHEM 25a, b Sec. 3

Mr. Stevenson

CHEM 25a, b Sec. 4

Mr. Keel

CHEM 29a.§ Chemistry Laboratory II

Laboratory course designed to give experience in the important techniques of organic chemical practice. It will include synthesis of typical organic compounds and characterization using analytical and instrumental procedures.

Prerequisites: CHEM 18a or 19a or the equivalent; CHEM 25a (may be taken concurrently).

One lab-lecture hour per week.

One afternoon of laboratory per week. 2 credits.

Laboratory fee: \$20.

Mr. Ciappenelli

CHEM 29b.§ Chemistry Laboratory II

A continuation of CHEM 29a.

Prerequisite: CHEM 29a or the equivalent; CHEM 25b (may be taken concurrently).

One lab-lecture hour per week.

One afternoon of laboratory per week. 2 credits.

Laboratory fee: \$20.

Mr. Ciappenelli

CHEM 41a. Physical Chemistry, Lectures

An introduction to the theoretical foundations of chemistry dealing with thermodynamics, statistical mechanics, kinetic theory of gases, states of matter, electrochemistry, chemical kinetics, spectroscopy and quantum mechanics.

Prerequisite: Satisfactory grades in CHEM 10b, 11b, or 15b or equivalent; MATH 20a or 21a or the equivalent, and PHYS 10 or 11.

Three lecture hours per week. 4 credits.

Mr. Jordan

CHEM 41b. Physical Chemistry, Lectures

A continuation of CHEM 41a.

Prerequisite: A passing grade in CHEM 41a.

Three lecture hours per week. 4 credits.

Mr. Jordan

§Labs do not count for rate of work, but students must enroll in them separately.

CHEM 49a.§ Chemistry Laboratory III

A laboratory course designed to provide experience in physico-chemical measurements: properties of gases, liquids and solids; thermodynamics; electrochemistry; kinetics; spectroscopy; mass spectrometry; modern electronics.

Prerequisites: CHEM 18b or 19b or the equivalent; CHEM 41a (may be taken concurrently) or the equivalent.

One afternoon of laboratory per week. 2 credits.

Laboratory fee: \$15.

Staff

CHEM 49b.§ Chemistry Laboratory III

A continuation of CHEM 49a.

Prerequisite: A passing grade in CHEM 49a.

One afternoon of laboratory per week. 2 credits.

Laboratory fee: \$15.

Staff

CHEM 99. Undergraduate Research

Research assignment, which may include literature survey, independent laboratory work, and presentation of reports; weekly conferences with adviser. Final written report to be filed with the Chemistry Department.

Prerequisite: Consent of Chemistry Department.

Hours and credits to be arranged.

Laboratory fee: \$20 per semester.

Staff

For Undergraduate and Graduate Students

Admission to any of the following courses in chemistry requires the consent of the instructor.

CHEM 110b. Instrumental Chemical Analysis

Application of modern methods of instrumental chemical analysis to problems of theoretical and practical interest.

Prerequisite: A passing grade in CHEM 41a, b and 49a, b (may be taken concurrently) or equivalent.

Two lectures per week.

Six laboratory hours per week. 5 credits.

Mr. Steel

CHEM 121a. Inorganic Chemistry I, Lectures

Introduction to the principles of chemical binding; valence theory, periodic properties, molecular structures. Application chiefly to the chemistry of the lighter and non-metallic elements.

Prerequisite: A passing grade in CHEM 41a, b or equivalent or consent of instructor.

Three lecture hours per week. 4 credits.

Mr. Foxman

***CHEM 122b. Inorganic Chemistry II, Lectures**

***CHEM 123b. Nuclear Chemistry**

CHEM 129a.§ Inorganic Chemistry Laboratory

Inorganic synthesis and analysis; modern synthetic techniques and instrumental analysis.

Corequisite: CHEM 121a.

Two afternoons of laboratory per week. 2 credits.

Mr. Foxman

§Labs do not count for rate of work, but students must enroll in them separately.

* Not to be given in 1974-75.

CHEM 130a. Advanced Organic Chemistry: Structure

Introduction to group theory and its application to molecular orbital theory and spectroscopy.

Prerequisite: A passing grade in CHEM 25a, b or equivalent. *Mr. Rosenblum*

***CHEM 131a. Advanced Organic Chemistry: Topics in Structure and Reactivity**

Prerequisite: A passing grade in CHEM 25a, b and 41a, b or equivalent.

CHEM 132b. Advanced Organic Chemistry: Spectroscopy

Application of physical and spectroscopic methods to the elucidation of structure and stereochemistry of organic compounds.

Prerequisite: Satisfactory grade in CHEM 130a or permission of the instructor.

Mr. Keehn

CHEM 133bR. Advanced Organic Chemistry: Mechanisms

Kinetics, stereochemistry and mechanisms of selected organic reactions.

Prerequisite: A passing grade in CHEM 25a, b and 41a, b or equivalent. *Mr. Cohen*

***CHEM 134b. Advanced Organic Chemistry: Synthesis**

CHEM 141a,b. Advanced Physical Chemistry I

Classical, statistical, irreversible thermodynamics and chemical kinetics. Properties of real systems: gases, phase stability, chemical equilibrium and solutions. Statistical equilibrium, ensembles and fluctuations. Entropy production, reciprocal relations, microscopic reversibility and regression of fluctuations. Rate laws and approach to equilibrium; scattering and energy transfer. Gas and solution kinetics. Surface reactions.

Mr. Henchman - a

Prerequisite: A passing grade in CHEM 41a, b or equivalent.

Mr. Kustin - b

CHEM 142b. Advanced Physical Chemistry II

Quantum mechanics: waves and wave packets, operator methods, Schrodinger's equation, simple model systems, angular momenta, perturbation theory and variational principle.

Prerequisite: A passing grade in CHEM 41a, b or equivalent.

Mr. Linschitz

CHEM 143a. Advanced Physical Chemistry II

A continuation of CHEM 142b. Quantum Chemistry: spin, atomic and molecular structure, spectroscopy, chemical binding, advanced topics.

Prerequisite: A passing grade in CHEM 142b or the equivalent.

Mr. Jordan

CHEM 144a. Structure and Spectroscopy

Interaction of radiation with matter and its relevance to molecular structure. Topics will be selected from: X-ray and electron diffraction; microwave, nmr, infra-red, visible and ultra-violet absorption; molecular beam and mass spectrometry.

Prerequisite: A passing grade in CHEM 41a, b or equivalent.

Mr. Tuttle

BCHEM 100a. Introductory Biochemistry

For details, see biochemistry listing.

Prerequisite: A passing grade in CHEM 25a, b.

Three lecture hours per week.

Messrs. Abeles and Jencks

* Not to be given in 1974-75.

CLASSICS

Associate Professor Douglas J. Stewart, *Chairman*; Professor David S. Wiesen;
Assistant Professors William E. Higgins, Leonard C. Muellner.

Requirements for Concentration in Classics

- A. Eight semesters in Greek and Latin above the second year level, with at least two in each language.
- B. One semester in Greek, Latin, or allied fields, as approved by the student's advising head.
- C. A semester in Greek history and one in Roman history.
- D. For honors candidates, Greek or Latin 99.

Requirements for Concentration in Classical Civilization

- A. Four semester courses in Greek *or* Latin above the second year level.
- B. A semester course in Greek *or* Roman history.
- C. A combination of five semester courses selected from among courses taught in the following departments or programs: Comparative Literature, English, Fine Arts, History, History of Ideas, Mediterranean Studies, NEJS, Philosophy, Politics, Romance Languages, and Theater Arts.

GREEK 1aA. Accelerated Elementary Greek

Designed to teach Greek grammar in one semester. Double credit. (Also offered in spring term as Greek 1bB upon sufficient demand) *Mr. Muellner*

GREEK 6a. Elementary Attic Prose

Readings from Plato's *Apology* and *Crito*, Xenophon's *Memorabilia* and *Symposium*.
Prerequisites: Greek 1aA or appropriate placement score or permission of the instructor. This course will satisfy the language requirement. *Mr. Stewart*

GREEK 6b. Introduction to Greek Tragedy

Reading in one play of Euripides and one play of Sophocles.
Prerequisites: Greek 1aA or appropriate placement score or permission of the instructor. This course will satisfy the language requirement. *Mr. Stewart*

GREEK 98 (a,b). Directed Reading

Special study of authors not covered in Greek 1-118, according to the individual needs of students. *Staff*

GREEK 99. Directed Research

Staff

GREEK 116a. Greek Comedy: Aristophanes

Mr. Higgins

GREEK 116b. The *Oresteia* of Aeschylus

Mr. Higgins

*GREEK 118a. Plato

*GREEK 118b. Sophocles

Greek 116 and 118 are offered in alternate years.

LATIN 1bB. Accelerated Elementary Latin

Designed to teach Latin grammar in one semester. Double credit. *Mr. Wiesen*

* Not to be given in 1974-75.

LATIN 2a. Intensive Review

Readings in Cicero, Ovid, and Virgil.

Prerequisite: Latin 1 or appropriate placement score or permission of the instructor.
Mr. Wiesen

LATIN 6a. Latin Love Poetry

The varieties of love and the language of amatory expression will be studied in the poetry of Catullus, Propertius, Tibullus, and Ovid. This course will satisfy the language requirement.
Mr. Muellner

LATIN 6b. Introduction to Roman Epic

A study of *The Aeneid*, focusing on Books 1-6. This course will satisfy the language requirement.
Mr. Wiesen

LATIN 116a. Silver Age Latin I

The *Satyricon* of Petronius and the Satires of Juvenal.

Mr. Wiesen

LATIN 116b. Silver Age Latin II

The *Annales* of Tacitus and the *Pharsalia* of Lucan.

Mr. Muellner

***LATIN 118a,b. Epic and Didactic Poetry**

Latin 116 and 118 are offered in alternate years.

***LATIN 150a. Latin Literature of the Early Middle Ages**

***CLASS 4a. The Art of Greece and Rome I**

CLASS 4bR. (FA 31bR) The Art of Greece and Rome II

Ms. Loeffler

CLASS 8b. (HUM 8b) Greek and Roman Mythology

Designed to acquaint students with the range of classical myths and to provide tools for their interpretation. Readings in ancient sources (Homer, Hesiod, Tragedians, Catullus, Virgil, Ovid) and in modern interpreters (Freud, Jung, Zimmer, Cassirer, Levi-Strauss).
Mr. Muellner

CLASS 16a. (HUM 16a) (HIDEA 16a) The Classical Heritage of Western Man

Designed to introduce students with or without prior background to the origin and development of ideas, attitudes and cultural preferences still at work in our day. Topics vary from year to year. Topic for 1974-75 will be: From Archetype to Stereotype: The Genesis of Standard Comic Characters in Literature. Mr. Stewart

***CLASS 101a. (HIST 101a) Greek History**

***CLASS 101b. (HIST 101b) Topics in Greek History**

CLASS 102a. (HIST 102a) (HIDEA 102a) Roman History

The political and social history of Rome from its founding to the time of Constantine, with emphasis on the period from the Gracchi to Nero. All readings in English.
Mr. Higgins

CLASS 102b. (HIST 102b) (FA 141b) (HIDEA 102b) Pagan and Christian Thought and Art in the Late Roman Empire

A study of intellectual and artistic responses to the crisis of Rome and the transition from the Antique to the Middle Ages.
Mr. Higgins and Mr. Gaele

CLASS 162b. (LEGAL) (HIDEA 162b) Justice and the City

An examination, through close textual analysis, of classical, chiefly Greek, concepts of justice and law, their relationship with the organized society of the polis, and of views taken concerning the limits of the political.
Mr. Higgins

* Not to be given in 1974-75.

COMPARATIVE LITERATURE

Committee: Associate Professor Luis E. Yglesias, *Chairman and Advising Head*; Professors Edward Engelberg, Milton Hindus, Denah L. Lida; Associate Professors Andrée M. Collard, Stephen J. Gendzier; Assistant Professors Willard E. Bohn, Jr.,† William J. Cloonan, Erica Harth, Richard H. Lansing, Peter Varkonyi.

Any student is welcome to any course in the program (unless otherwise specified by the instructor). The common class text is in English.

In all comparative literature courses taken under Requirements A and B, concentrators are required to read in the original the works written in the language of their concentration.

Requirements for Concentration

A. COLIT 100b and *either* COLIT 145a and 145b, *or* COLIT 120a and 130b. Concentrators must take COLIT 145a and COLIT 145b *or* COLIT 120a and COLIT 130b as a full year course and must do so *in sequence*. (These sequences are offered in alternate years.) In addition, either COLIT 116a or 148b (or any course *not* taken under the year sequence above).

B. Two semester courses chosen from COLIT 133b, 137a, 147b, 150a, 175b, 178a, 180a, 187b, 192a, 194bR, 199b, or *one* of the courses not chosen under Requirement A.

C. Four upper level semester courses in *one* foreign literature.

D. All concentrators are required to present a senior essay (*See* COLIT 100b). Honors will be awarded on the basis of cumulative excellence in the performance of the courses taken in the concentration and the senior essay.

It is strongly recommended that concentrators take a composition course (FREN 106b, GER 106aR, SPAN 106b or RUS 106b) in the foreign language or languages in which they choose to work.

It is strongly recommended that concentrators (especially those who plan a graduate career in comparative literature) begin a second foreign language.

In addition to the courses listed below, students should consult offerings in *all* foreign literatures, English, Philosophy and History of Ideas, and Theater Arts.

COLIT 50a. Introduction to Comparative Literature

The aim of the course is to introduce students to "Comparative Literature" as an *approach* to literature and to acquaint students with some of the techniques available to the comparatist. Especially designed for freshmen. No prerequisites. All readings in English. This course may fulfill the humanities requirement.

Mr. Yglesias

COLIT 98a,b. Independent Study

Reading and reports under faculty supervision. May be taken only with the permission of the advisers to concentrators and the head of the Department. *Staff*

COLIT 100b. Senior Seminar

Independent research toward senior essay. Methods of comparative studies. Required of *all* concentrators.

Mr. Engelberg

† On leave, 1974-75.

COLIT 116a. The Image of Man in European Renaissance Literature

Fundamental changes in Western man's view of his world and himself. Readings in such authors as Machiavelli, Ariosto, Castiglione, Rabelais, Montaigne, and Shakespeare. *Mr. Lansing*

COLIT 120a. Classicism and Rationalism

Rationalism as a system of ordering literature and society. The role of reason in representative works of Racine, Pascal, Hobbes, Calderón, Jonson, Moliere. *Ms. Harth*

***COLIT 125a. The Portrayal of Women in Literature**

COLIT 130b. The Crisis of Conscience: 1715-1810

The development of literary forms (drama, fable, novel, etc.) in relation to the new vision of man as expressed in such concepts as the sublime, genius, and the origin of language. *Mr. Cloonan*

COLIT 133b. Aristocratic and Popular Drama in Japan and the West

Court drama and public drama in Japan and Europe from the fourteenth century on. The genres of noh, bunraku, and kabuki will be compared to medieval cycle plays, court masques, and popular Renaissance theater in England and France. Modern re-workings of each nation's traditional dramatic themes will also be studied. *Mr. Levitan*

***COLIT 145a. European Romanticism**

***COLIT 145b. Towards Modernism**

***COLIT 147b. Politics as Reality and Utopia in Twentieth Century Literature**

COLIT 148b. The Lyric since Valéry

The course will include works by Valéry, Rilke, Montale, Neruda, Machado, et al. *Mr. Yglesias*

***COLIT 150a. The Bildungsroman**

***COLIT 175b. The Psychological Novel**

COLIT 178a. (ENG 178a) Dickens and Dostoevsky

The course will emphasize the modes of grotesque and philosophical comedy, the representation of the city, the romantic extension of realism, and the major literary forms of the novel of ideas and the novel of social reform. *Mr. Fisher*

COLIT 180a. Versions of the 'Absurd': Readings in Poe, Kleist E.T.A. Hoffmann, Gogol, Dostoevsky, James, Günter Grass, Svevo, Beckett. *Mr. Engelberg*

***COLIT 187b. Love in the Middle Ages**

***COLIT 192a. The Faust Theme in European Literature**

***COLIT 194bR. Social Disillusionment in the Novel: 1848-1925**

***COLIT 199b. Ethnopoetics**

* Not to be given in 1974-75.

COMPUTER SCIENCE

Concentration Committee: Professor Eugene P. Gross, Chairman; Associate Professors Max Chrétien (Advising Head), Jacques Cohen, Lawrence E. Kirsch.

Requirements for Concentration

A. The following courses are required of all candidates: MATH 11 or MATH 12, MATH 21a, COSCI 15a,b, COSCI 17a, COSCI 27b, COSCI 32b, COSCI 34a, COSCI 45a or b. A student with sufficient background may be excused from taking MATH 11 or 12, COSCI 15a or COSCI 15b. In exceptional cases MATH 10 can be approved in place of MATH 11 or 12.

B. In addition two courses from the following list must be taken: COSCI 22b, COSCI 28a, COSCI 35a, ECON 83a, ECON 84b, ENG 191a, ENG 191b, ENG 196a, PHIL 115a, PSYCH 11a, PSYCH 124b, MATH 20a, MATH 30a, MATH 35a, MATH 35b, MATH 36a, MATH 36b.

C. Graduation with distinction in computer science requires one year of COSCI 99.

COSCI 2a. (PHSCI 2a) Introduction to Computer Science

The logical structure of modern computers; their applications and expected impact on society. Among the topics to be treated: computer programming, computer languages, the application of computers to education and research, simulation models, human and machine intelligence, computers and the information explosion. Exercises on the Brandeis computers.

Mr. Gross

COSCI 14a. (PHYS 14a) Problem Solving with Computers

Algorithms for simple mathematical problems, simulation of random processes, ecological models, games and other non-numerical problems. Weekly assignments on the Brandeis computer, using BASIC as a programming language. A background in high school algebra is expected, but no previous experience with computers is necessary.

Mr. Chrétien

COSCI 15a. (PHYS 15a) Introduction to Computers

Algorithms and flowcharts; gross architecture of computers; the FORTRAN IV language, representation of information. Prerequisites: A strong preparation in algebra, a reasonable degree of mathematical maturity.

Mr. Kirsch

COSCI 15b. (PHYS 15b) Machine and Assembly Language

A course designed to teach the fundamentals of machine and assembly language. Topics to be covered: machine instructions, concepts of assemblers and macro instructions, system communication, relation between FORTRAN and assembly language.

Prerequisite: COSCI 15a, or permission of instructor.

Mr. Chrétien

COSCI 17a. (PHYS 17a) Introduction to Numerical Methods and Computer Programming

An introduction to the art of using a computer to find numerical solutions: function approximation, roots of equations, numerical integration, integration of differential equations, linear simultaneous equations and matrices. The programming language is FORTRAN; the computing is done on the Brandeis PDP-10.

Prerequisite: Familiarity with FORTRAN and with differential and integral calculus; i.e., MATH 10 or 11, or the equivalent.

Mr. Bensinger

COSCI 22b. (PHYS 22b) Computer Simulation and Feedback Systems

This course is an introduction to the theory of cybernetics and systems analysis. Detailed attention will be paid to the technique of the mathematical formulation of models in biology, ecology, and economics. Training will be provided in the organization of computational programs for the solution of complex problems.

Prerequisite: MATH 10 or 11.

Mr. Gross

COSCI 27b. General Introduction to Programming Languages

Context-free grammars, Backus' normal form; syntactic analyzers; practical exercises in non-numerical programming.

Prerequisite: COSCI 15a or 17a. Good knowledge of FORTRAN. By permission of instructor.

Mr. Cohen

***COSCI 28a. (PHYS 28a) Algorithms and Data Structures**

Prerequisite: COSCI 27b or permission of instructor.

COSCI 32b. (PHYS 32b) Logic Circuits and Computer Design Laboratory

Basic logic operations employing gates and flip-flops will be studied and the corresponding electronic circuits will be constructed in laboratory projects using integrated circuits. These will include decoders, binary counters, adders, subtractors, shift registers, and numeric displays.

Six laboratory hours per week.

Mr. Gornall

***COSCI 34a. Systems Analysis**

COSCI 35a. Formal Languages and Syntactic Analysis

Formal grammars: finite-state, context-free, context-sensitive. Relationship between formal languages and automata. (Given only in alternate years. Will be given in 1974-75.)

Mr. Cohen

COSCI 45a,b. Tutorial in Computer Science

Open to students with extensive background in computer programming and applications.

By permission of instructor.

Mr. Cohen

COSCI 97a,b. Tutorial in Computer Science

Tutorial for students studying advanced material not covered in regular courses.

Staff

COSCI 98a,b. Reading in Computer Science

Open to exceptional students who wish to study an area of computer science not covered in the standard curriculum.

Staff

COSCI 99. Senior Research

Research assignments and preparation of a report under the direction of an instructor.

Staff

Normal curriculum

	1974-75	1975-76	
1	15a 15b M11a M11b	15a 15b M11a M11b	15a 15b M11a M11b
2	17a 27b M21a 32b	24a 34a 23b (=17a) 31a 27b	24a 27b 21a (=31a)
3	34a (45) (28 35)	(28) 32b (11 15) (45)	(34a) 31b

* Not to be given in 1974-75.

CONTEMPORARY JEWISH STUDIES

Associate Professor Leon A. Jick, *Director*, Professors Leonard J. Fein, Arnold Gurin, Benjamin Halpern, Nahum M. Sarna, Marshall Sklare; Assistant Professors Bernard Reisman (*Associate Director*), Saul P. Wachs; Lecturers Robert Abramson, Mildred Guberman (*Adjunct*), Joshua Rothenberg.

See the Department of Near Eastern and Judaic Studies for the faculty in other Judaic studies and Hebrew language.

CJS 21. (NEJS 21, Y 1) **Introductory Yiddish** *Mr. Rothenberg*

CJS 24. (NEJS 24, Y 2) **Intermediate Yiddish** *Instructor to be Announced*

CJS 25. (NEJS 25, Y 10) **Readings in Yiddish Literature** *Mr. Rothenberg*

CJS 115a. (NEJS 115a) **Biblical Literature of the Early Post-Exilic Period** *Mr. Sarna*

CJS 123bR. (NEJS 123bR) **Classical Biblical Commentaries** *Mr. Altmann*

CJS 125b. (NEJS 125b) **Selected Texts from *Genesis Rabba*** *Mr. Altmann*

CJS 133a. (NEJS 133a) (PHIL 107a) **Medieval Jewish Philosophy: The Early Phase (Kalam)** *Mr. Altmann*

CJS 139a,b. (NEJS 131a,b) **Modern Hebrew Literature: The Jew and his Realia** *Mr. Brandwein*

CJS 140. (NEJS 140) **The Jews in Europe to 1700** *Mr. Ravid*

CJS 145b. (NEJS 145b) **The Origins of Near Eastern Nationalism** *Mr. Halpern*

CJS 150a. (GER 150a) **The Jewish Contribution to German Literature** *Mr. Zohn*

CJS 160a. (NEJS 160a) **The American Jewish Experience 1654-1885**

A survey of American Jewish history from the earliest settlement to the consolidation by the nineteenth century German Jewish immigrants of their social, economic and ideological patterns. *Mr. Jick*

CJS 160b. (NEJS 160b) **The Emergence of the American Jewish Pattern, 1880 to the Present**

The impact of mass immigration from Eastern Europe beginning in the 1880's. The emergence of the institutions, ideologies, life styles, and cultural norms which constitute the American Jewish pattern. *Mr. Jick*

CJS 161a. (NEJS 161a) (SOC 118a) **American Jewish Life and Institutions**

A survey of the contemporary community and the diverse forms of Jewish identification which characterize American Jewish life. Reform, Conservative and Orthodox Judaism; problems of Jewish family life including intermarriage; problems of relationship to the general society and to other ethnic groups.

Mr. Sklare

CJS 163a. (NEJS 163a) **The Sociology of the American Jew**

The individual, the in-group, and the majority society; minority group personality development; the Jewish family; patterns of self-segregation, acculturation, and assimilation, religion in American society and in the life of the individual Jew. Primarily for graduate students. *Mr. Sklare*

- CJS 164b. (NEJS 164b) (SOC 118b) The Sociology of the American Jewish Community**
 The role of the subcommunity in American society; Jewish communal services in medieval and modern times; contemporary American Jewish communal forms; religion, community relations, overseas aid, social welfare, and relationships with Israel. *Mr. Sklare*
- CJS 166a. (NEJS 166a) Modern Jewish Intellectual History to 1870** *Mr. Halpern*
- *CJS 168a. (NEJS 168a) The Culture of East European Jewry**
- CJS 169a. (NEJS 169a) Modern Jewish History: The Destruction of European Jewry**
Mr. Halpern
- CJS 169b. (ANTHR 172b) Social Change in Israel** *Mr. Weingrod*
- CJS 171b. (NEJS 171b) (Y 171b) Trends and Values in Yiddish Literature**
Instructor to be Announced
- CJS 173b. (NEJS 173b) (Y 173b) Seminar in Yiddish Literature: Contemporary Poetry**
Instructor to be Announced
- CJS 175a. (AMSTD 169a) (SOC 169a) Religion and Ethnicity in American History**
Mr. Fuchs

ECONOMICS

Professor Robert Evans, Jr., *Chairman*; Professors Joseph S. Berliner, Anne P. Carter, Louis Lefebvre, Richard S. Weckstein; Associate Professors F. Trenery Dolbear, Jr. (*Advising Head*), Gerald Rosenthal†, Barney K. Schwalberg; Assistant Professors Robert J. Lerner, Peter A. Petri; Lecturers Barry Friedman, Leonard J. Hausman, Elliott Sclar.

Requirements For Concentration

- A. All concentrators must complete satisfactorily each of the following:
 1. ECON 2a and 8b
 2. ECON 80a and 82b
 3. ECON 83a
 4. A total of eight courses in economics. ECON 98 may not be used to fulfill this requirement.
- B. Candidates for departmental honors must complete satisfactorily ECON 99 in addition to the above.

Where prerequisites are listed, they must be fulfilled satisfactorily before enrollment in the stipulated course, except in extraordinary circumstances with permission of the head of the Department.

ECON 2a. Sec. 1 Introduction to Economics

A one-semester introduction to economic analysis with policy application; the role of market and government in economic activities. Major issues include unemployment, inflation, growth, regulation of business, and the environment. Evaluation of the American economy. *Mr. Dolbear*

† On leave 1974-75.

* Not to be given in 1974-75.

- ECON 2a. Sec. 2 Introduction to Economics** *Ms. Carter*
- ECON 2a. Sec. 3 Introduction to Economics** *Mr. Lefebvre*
- ECON 2aR. Sec. 1 Introduction to Economics** *Mr. Schwalberg*
- ECON 2aR. Sec. 2 Introduction to Economics** *Mr. Dolbear*
- ECON 6b. Freshman Seminar; The Great Economists**
 An introduction to the history of economic thought by a careful reading of the major works of the classical economists, Smith, Ricardo, Mill, Marx, and selected additional writers. Freshmen seminar—limited to freshmen. *Mr. Weckstein*
- ECON 8bR. Sec. 1 The Analysis of Economic Problems**
 The course strengthens the analytic tools learned in ECON 2a by applying them to a number of problems, e.g. structure of industry, control of the money supply, balance of trade, taxes and expenditure and comparative systems.
Prerequisite: ECON 2a. *Mr. Petri*
- ECON 8bR. Sec. 2 The Analysis of Economic Problems** *Mr. Larner*
- ECON 8b. Sec. 1 The Analysis of Economic Problems** *Staff*
- ECON 8b. Sec. 2 The Analysis of Economic Problems** *Mr. Larner*
- *ECON 10a. Exploration in Economics**
Prerequisite: ECON 2a.
- *ECON 10aR. Explorations in Economics**
- ECON 24a. The Soviet Economy**
 The Tsarist and Marxian historical background strategy of economic development; organization of industry and agriculture; planning and efficiency of resource allocation; measurement of national income and its components; current economic reform and prospects for future growth.
Prerequisite: ECON 2a. *Staff*
- *ECON 32b. Comparative Economies**
Prerequisite: ECON 8b.
- ECON 37aR. The Political Economy of Cities**
 A study of the city as both an economy and a polity. The development of cities, and the relationship to community and metropolis are explored.
Prerequisite: ECON 2a. *Mr. Sclar*
- *ECON 48bR. Bargaining and Strategy**
- ECON 54bR. Economic Aspects of Medical Care**
 A guided readings course on the economic aspects of the production and distribution of medical-care services. Included will be a discussion of the social and economic consequences of alternative methods of providing health services.
Prerequisite: ECON 8b: open only to junior and senior concentrators. *Mr. Evans*
- *ECON 57a. Environment, Technology and Resources**
- *ECON 58b. Development of Welfare Policies**

* Not to be given in 1974-75.

ECON 59bR. Economics of Education

Analysis of alternating levels and patterns of resource use in education. Major topics include: the concept of human capital, cost-benefit analysis of educational expenditures, alternatives in the financing of education, the microeconomics of education, educational planning in developing countries, and international movements of human skills.

Prerequisite: ECON 8b.

Mr. Schwalberg

ECON 68bR. History of Economic Thought*ECON 75a. The Economics of Underdeveloped Countries**

An examination of the causes and characteristics of economic underdevelopment. Attention will be given to particular countries within the underdeveloped world. Recommended for Latin American Studies concentrators.

Prerequisite: ECON 8b.

Mr. Weckstein

ECON 76b. The Economics of Labor Markets

Why do some unskilled workers earn more than some highly educated workers? Why are more married women and fewer older men working? What is the role of unions? How does the labor market discriminate? These and other questions are analyzed, and their policy implications discussed.

Prerequisite: ECON 8b.

Mr. Evans

ECON 78b. Income Maintenance Programs and Policies

An analysis of a variety of government policies to maintain the income of disadvantaged groups, and a discussion of policy alternatives.

Prerequisite: ECON 2a.

Mr. Hausman

ECON 79b. Legal Regulation of Economic Activity

The formulation and historical development of government policy toward business enterprises with particular attention to government regulation, antitrust. The course involves an analysis of the methods and evolution of control, and the legal and economic impact of decisions by Congress, the FTC, and the courts.

Prerequisite: ECON 2a. (See Legal Studies.)

Mr. Lerner

ECON 80a. Price Theory

A study of the theory of resource allocation in a market system: consumer behavior, the firm, factors of production and income distribution, general equilibrium, welfare and market failure.

Prerequisite: ECON 8b.

Mr. Lefebvre

ECON 80aR. Price Theory

Mr. Lefebvre

ECON 82b. National Income Analysis

The meaning of the national income concepts; the factors determining the level of national income, employment and prices; the influence of fiscal and monetary policies; theory of economic growth.

Prerequisite: ECON 8b.

Mr. Dolbear

ECON 82bR. National Income Analysis

Mr. Weckstein

ECON 83a. Introduction to Quantitative Economics

A first course in statistical inference. Topics include descriptive statistics, probability theory, testing hypotheses, analysis of variance correlation and regression. *Prerequisite:* ECON 8b. First courses in calculus and linear algebra are not required but would be helpful.

Mr. Schwalberg

ECON 83aR. Introduction to Quantitative Economics

Mr. Petri

ECON 84b. Econometrics

An introduction to the construction and testing of econometric models. Single and multiple equation models will be treated with special emphasis on the analysis of economic time series.

Prerequisite: ECON 80a, 82b, and 83a.

Mr. Friedman

ECON 85b. Input-Output Analysis

Theory and applications of static and dynamic input-output and related systems to national, international, regional and interregional problems: impact analysis, feasibility studies, planning and forecasting; data and computations.

Prerequisite: ECON 82b or permission of the instructor.

Ms. Carter

ECON 98a,b. Readings in Economics

Readings and reports under the direction of the faculty supervisor. Available to seniors with permission of the Department.

Staff

ECON 99. Senior Research

Seniors who are candidates for degrees with distinction in economics are required to register for this course, and under the direction of a member of the faculty, prepare an honors thesis on a suitable topic.

Staff

ECON 122a. (HIST 155a) American Economic History

A study of the major institutions and factors which have influenced American Economic Growth. Selected topics and issues will be analyzed.

Prerequisites: ECON 8b or permission of instructor.

Mr. Evans

ECON 130bR. Introduction to Mathematical Economics

This course provides an introduction to the mathematics used by economists with an emphasis on the economics of optimization. The subjects covered will vary slightly from year to year.

Mr. Friedman

ECON 134aR. Government: Expenditures and Taxation

Deals with the proper scope of government and private economic activity; effects of taxation on equity and efficiency; problems of cost and choice in government expenditures. Case studies to include government activities in the field of education, national defense and urban renewal.

Prerequisite: ECON 80a.

Mr. Weckstein

ECON 135a. Industrial Organization

Economic analysis of American industry in terms of market structure, conduct and performance. Topics included are business organization, concentration, barriers to entry, price and product policies, profits, efficiency and progressiveness.

Prerequisite: ECON 80a.

Mr. Larner

***ECON 138b. The Automobile**

***ECON 140a. Theories of Economic Development**

***ECON 150bR. Social Economics**

***ECON 155b. The Economics of Crime**

* Not to be given in 1974-75.

ECON 156bR. Welfare Economics

Applications of economic theory in the formulation of public policy to influence resource allocation. Topics include definition of "the public interest", cost-benefit, government inefficiency, market inefficiency, public goods, externalities, risk and uncertainty.

Prerequisite: ECON 80a or permission of instructor.

Mr. Dolbear

ECON 160b. International Trade

A study of international trade theory, commercial policy, capital movements, and the evidence for and opposed to the theory; the alternative available for international monetary reform; finally, the economic theory of national boundaries, customs unions, and currency areas.

Prerequisites: ECON 80 and 82b.

Mr. Lefebvre

***ECON 170aR. Monetary and Fiscal Policy**

***ECON 171aR. Financial Markets**

***ECON 172b. Comparative Labor Problems**

***ECON 179b. The Legal Regulation of Economic Activity**

ECON 180aR. Advanced Price Theory

This course builds upon the foundation developed in ECON 80a. It is intended for students who wish to strengthen their mastery of economic theory. A critical reading of economic theory literature will be combined with a special emphasis on problem-solving.

Prerequisites: ECON 80a, 83a.

Mr. Schwalberg

***ECON 190a,b. Advanced Topics in Economic Theory and Policy**

EDUCATION

Peter D. Witt, *Director*.

This program is intended to supplement the liberal arts curriculum for the student planning to teach in nursery, elementary, or secondary school. Education is not a field of concentration, but students who complete the program will have acquired at least twenty credits in the area. This is more than sufficient for Massachusetts certification in elementary and secondary teaching. (There is no certification at the pre-school level in this state.)

Students interested in elementary education generally practice-teach in the second semester of their junior year. They should apply to the program, if possible, before March 15 of the sophomore year. There are also a limited number of openings for second-semester seniors. Practice teaching in the junior high school and high school is done in the first semester of the senior year. Applications to this section are due by March 15 of the junior year. Qualified candidates are accepted after interviews with both the director of the program and representatives of the cooperating schools. They then take, concurrently, ED 102a and ED 110aA, or ED 101b and ED 110bB.

Placements at the pre-school level are made both semesters, usually of the senior year. Interested students should apply to the director of the program by March 15 of their junior year.

* Not to be given in 1974-75.

Other requirements of the Education Program include PSYCH 15a or PSYCH 30a or PSYCH 96a, which should be taken before practice teaching, and one other semester course concerned with problems of education, such as:

AMSTD 85b. Strategies for Educational Change

AMSTD 180b. Problems in Contemporary American Education

AMSTD 195b. Special Education: A National and International Perspective

SOC 8a. Education and Society

See also courses in education listed in the offerings of African and Afro-American Studies.

ED 98a, 98b. Individual Readings and Research in Education

Mr. Witt

ED 101b. Seminar: Teaching in the Elementary School

Methods and principles of the curriculum are critically examined through readings, observations and discussion. Course meetings are held in the schools and are integrated with the practice teaching. Enrollment limited to students in the Education Program.

Mr. Witt and Staff

ED 102a. Seminar: Teaching in the Secondary School

Methods and principles for secondary school subjects. Individual and group tutorial work with teacher-consultants in particular subject areas. Enrollment limited to students in the Education Program.

Mr. Witt and Staff

ED 103a, 103aR. Seminar: Teaching Strategies for Early Childhood

Readings, observations, and critical analysis of the student's practice teaching will provide the basis for examining approaches that facilitate learning. Enrollment limited to those students in the Education Program who are practice teaching in nursery schools and kindergartens.

Staff

ED 110aA, 110bB. Practice Teaching

Observation and student teaching in nursery, elementary, or secondary schools under supervision of experienced teachers; regular conferences to discuss and evaluate the teaching experience. Student teachers must plan to be at their schools for the entire school day. Enrollment limited to students in the Education Program.

Mr. Witt and Staff



ENGLISH AND AMERICAN LITERATURE

Professor John H. Smith, *Chairman*; Professors James V. Cunningham, Edward Engelberg, Victor Harris, Milton Hindus, Benjamin B. Hoover, Robert O. Preyer, Mark Strand (*Visiting*), Aileen Ward; Associate Professors Allen R. Grossman (*Advising Head*), Ray S. Jackendoff, Alan L. Levitan, Richard J. Onorato, S. Susan Staves†, Peter Swiggart; Assistant Professors Arthur Edelstein, Philip Fisher, Michael T. Gilmore, Karen Wilk Klein, Alan Lelchuk+++ , Joan M. Maling, John D. Niles.

Requirements for Concentration

Required of all candidates: Eight semester courses of which two are electives. The remaining six must include (1) a course in literary method, ENG 11a or 11aR, which must be taken during the student's first year as an English major; (2) four courses treating any four of the following five periods: Medieval literature, Renaissance literature, Classic and Romantic literature, Nineteenth Century literature, Twentieth Century literature; (3) the senior essay or a senior tutorial. Only one ENG 90 (Independent Study) course per semester may be used to satisfy major requirements. Students planning to use ENG 90 courses to meet concentration requirements should see the English Department advising head.

An alternate route to concentration is offered for those who wish to emphasize linguistics. Required: nine courses: any four periods from the requirements listed above under (2), and any four Linguistics courses. In addition, LING 99 must be taken. Each program should be worked out in consultation with the Linguistics Coordinator.

Primarily For Undergraduates

See end of English offerings for freshman courses in writing, Page 125.

ENG 1b. Freshman Seminar: Introduction to Poetry

This course will explore a wide range of English and American poetry, past and present, to try to discover the different ways in which different poems or poets ask to be read and the possible limits of interpretation. Enrollment limited to 12.

Ms. Ward

ENG 2a, 2aR. Advanced Writing Seminar

May be taken by any student who has passed or has been exempted from Freshman Composition. Emphasis will be on expository writing. Section topics to be announced. Enrollment limited to 15.

Mr. Edelstein and Staff

ENG 3a. (THA 124a) Shakespeare

The first half of a year's course in Shakespeare. Each semester (3a, 3b) will cover a dozen or so plays spanning Shakespeare's entire career (see ENG 3b). Either semester may be taken for credit alone.

Mr. Levitan

ENG 3aR. (THA 124aR) Shakespeare

A survey of Shakespeare's plays, covering twelve to fifteen comedies, histories, and tragedies representing all periods of his creative life.

Mr. Smith

ENG 3b. (THA 124b) Shakespeare

The series of Shakespeare's plays read in Mr. Levitan's spring section will be totally different from the plays read in his fall section, though they will also span Shakespeare's entire career. Students who take 3a may also take 3b for credit.

Mr. Levitan

† On leave, 1974-75.

+++ On leave, Spring Term, 1974-75.

ENG 4a. Epic and Romance

A reading (mostly in translation) of *Beowulf*, the *Song of Roland*, the *Nibelungenlied*, the *Romance of Tristan*, *Sir Gawain and the Green Knight* and Malory's *Morte D'Arthur*. Close attention to change from the ideals of a heroic society to the ideals of Christian and courtly love: some attention to mythic substructure of tales.

Mr. Niles.

ENG 5bR. Seventeenth Century

Poetry and prose, 1600-1670, with emphasis on the work of Donne, Bacon, Herbert, Browne, Milton, and Marvell. These and other seventeenth-century writers will be read in the context of religious and intellectual currents of the time.

Mr. Harris

ENG 6b. The Eighteenth Century

Mr. Hoover

ENG 7a. Writers in the Age of Victoria (1830-1901)

An account of the nature and role of literature in the first age of mass education and industrial society. Literature as the expression of the quality of life available in a culture and as criticism of the health of that culture. Among the authors studied, Carlyle, Ruskin, Newman, Arnold, Tennyson, Browning, Dickens, Thackeray, Hardy, Hopkins.

Mr. Preyer

ENG 8a. (AMSTD 8a) (HUM 4a) American Literature from 1832 to 1900

Mr. Gilmore

ENG 8aR. (AMSTD 8aR) (HUM 4aR) American Literature from 1832 to 1900

Mr. Gilmore

ENG 9a. Sec. 1 (AMSTD 9a) (HUM 4b) American Literature from 1900 to 1965

Realism and Beyond. Eliot, Frost, Dreiser, Fitzgerald, Hemingway, Faulkner, Mailer, and others.

Mr. Edelstein

ENG 9a. Sec. 2 (AMSTD 9a) (HUM 4b) American Literature from 1900 to 1965

Mr. Hindus

ENG 9aR. (AMSTD 9aR) (HUM 4bR) American Literature from 1900 to 1965

Mr. Hindus

ENG 11a. Sec. 1-Introduction to Literary Method

Limited to 20 students.

Mr. Fisher

ENG 11a. Sec. 2-Introduction to Literary Method

Limited to 20 students.

Mr. Preyer

ENG 11aR. Sec. 1-Introduction to Literary Method

Limited to 20 students.

Mr. Edelstein

ENG 11aR. Sec. 2-Introduction to Literary Method

Limited to 20 students.

Mr. Preyer

ENG 12a, 12b. (HUM 1a,b) (UC 74e) The Representation of Experience: A Basic Course of Literary Study

Mr. Grossman

***ENG 13a. Narrative Structure, Psychoanalytic Structure**

* Not to be given in 1974-75.

ENG 15b. (HUM 17b) Autobiography

An examination of the concept of self, the relation between metaphor and experience, fiction and history in selected autobiographical writings including those by Sartre, Anais Nin, St. Augustine, Conroy, Nabokov, Kazantzakis and Jung. The critical interpretation of each text will be set within a general framework of intellectual history for the writing of autobiography. *Ms. Klein*

***ENG 30b. (HUM 16b) Christianity**

ENG 62a. The Eighteenth Century Novel

Early developments in English fiction with some attention to "theories" of the novel and problems in the practical criticism of fiction. *Mr. Hoover*

ENG 72b. The Nineteenth Century Novel

A reading of the essential Victorian novelists and the alternative tradition of fantasy and romance. Included will be: Austen—*Pride and Prejudice*, Bronte—*Wuthering Heights*, Bronte—*Jane Eyre*, Dickens—*Great Expectations*, Thackeray—*Vanity Fair*, Hardy—*Jude the Obscure*, James—*Portrait of a Lady*, Shelley—*Frankenstein*, Carroll—*Alice in Wonderland*. *Mr. Fisher*

ENG 80a. The Twentieth Century Novel

This course will cover the emergence of modernism in the novels of Joseph Conrad, E. M. Forster, D. H. Lawrence, James Joyce, and Virginia Woolf, stressing changes in motivation, attitudes, and techniques. A knowledge of 19th century fiction will be assumed. Approximately one novel per week will have to be read for class. *Mr. Onorato*

ENG 81aR. (HUM 61aR) Modern Novel

Mr. Hindus

ENG 83b. (AMSTD 83b) Literature and Revolution in America

A study of the cultural responses to three periods of revolutionary ferment. Discussions cover: Puritanism as a social and cultural movement; the role of religion and ideology in the American Revolution; the literary response to slavery and the advent of the Civil War. Readings in Milton, Edwards, Crèvecoeur, Brown, Hawthorne, Melville, and Thoreau. *Mr. Gilmore*

ENG 85aR. Contemporary Fiction

Experiment and tradition in recent fiction. Work of Bellow, Nabokov, Pynchon, Beckett, Mailer, Grass, Fowles, Hawkes, Lessing, Borges. *Mr. Harris*

ENG 86a. Contemporary American Poetry

The work of Ammons, Ashbery, Dickey, Merrill, Merwin, Rich, Swenson, Wright and others will be considered. Limited to 15. Permission of the instructor required. *Mr. Strand*

ENG 86b. Poetry in English at the Present Time

The reading of Modern and Post-modern poems, with some emphasis on the meaning of poetic structures. *Mr. Grossman*

ENG 87a. Writing about Fiction

Analysis of essays and reviews by such critics as Wilson, Rahv, Pritchett, Orwell and perhaps Updike. Reading of contemporary novels by writers such as Bellow, Mishima, Nabokov, Gombrowicz, Roth and others for the purpose of student essays and criticism. Limited to 25 students. *Mr. Lelchuk*

ENG 90a,b. Independent Study

Staff

* Not to be given in 1974-75.

ENG 101a. Directed Writing: Fiction

Limited enrollment. *Prerequisite:* Permission of instructor.

Mr. Lelchuk

ENG 101b. Directed Writing: Fiction

Limited enrollment. *Prerequisite:* Permission of instructor.

Mr. Edelstein

ENG 102a,b. Directed Writing: Poetry

Prerequisite: Permission of instructor. Prospective students should submit manuscripts (no fewer than five and no more than ten poems) in the first week of the semester. Limited enrollment.

Mr. Strand

***ENG 104a. Modern Poetics and Criticism**

ENG 110a or b. The Senior Essay

SENIOR TUTORIALS: Limited to 15 students. Primarily for senior English concentrators. Others by permission of the instructor.

Staff

ENG 111a. George Eliot, Virginia Woolf, Doris Lessing

A study of literary techniques and the presentation of social and political issues in *Middlemarch*, *Daniel Deronda*, *Mrs. Dalloway*, *To the Lighthouse*, *The Waves*, *A Room of One's Own*, *Three Guineas*, *The Golden Notebook*, *The Four Gated City*, *The Summer Before the Dark*.

Ms. Klein

ENG 113b. Lives: Biographies, Autobiographies, Diaries, Letters

"Life-writing" in theory and practice. The readings will be English, from the Renaissance to the present.

Mr. Hoover

ENG 117a. William Blake

A close study of Blake's *Songs*, *The Marriage of Heaven and Hell*, the shorter prophetic poems, and *Milton*, with selections from his other works: with special attention to their political and psychological significance.

Ms. Ward

ENG 118a. Philosophy and Technique in American Literature

A study of the ways in which several modern theories of existence have inhabited our literature; Transcendentalism, Naturalism, and Nihilism. The writers to be read will include Emerson, Thoreau, and Hawthorne; Dreiser and Sinclair; Stein and Hemingway; Mailer and Bellow. Limited enrollment.

Mr. Edelstein

For Undergraduate and Graduate Students

ENG 121a. Old English

An introduction to the language and literature of the Anglo-Saxons. Readings will include the major extant short poems, including *The Wanderer*, *The Seafarer*, and *The Dream of the Rood*. A prerequisite to ENG 214b.

Mr. Niles

ENG 121b. Beowulf

Prerequisite: ENG 121a

Mr. Niles

ENG 123bR. Chaucer

A study of Chaucer's poetry in its literary, philosophical, and historical context. The poems, which will be read in Middle English, are *Troilus and Criseyde* and selected tales from *The Canterbury Tales*.

Ms. Klein

ENG 125a. The Renaissance Lyric

Short papers or original poems.

Mr. Cunningham

* Not to be given in 1974-75.

ENG 125b. Modes of the Short Poem

Short papers or original poems.

Mr. Cunningham

ENG 142a. (THA 170a) Elizabethan and Jacobean Drama

A survey of major dramatic works, excluding Shakespeare, from roughly the mid-sixteenth to the mid-seventeenth centuries.

Mr. Smith

ENG 143bR. Music and Poetry

A study of the varying philosophical and aesthetic attitudes toward the relationship of words and music on the parts of poets and composers from the Middle Ages to the present concentrating on the English Renaissance and contemporary works. Facility in reading vocal scores is essential; some background in music theory is advisable.

Mr. Levitan

ENG 144a. Topics in Poetry and Religion: Prayer-like Poems

Religious poetry in English from the Middle Ages to the present with emphasis on the 17th Century. Materials from Near Eastern, Greek and Roman civilizations will also be considered. Attention will be directed to the common rhetoric and theory of poems and prayers.

Mr. Grossman

***ENG 145b. Religious Poetry of the Seventeenth Century**

***ENG 150a. Classical Background of English Poetry: Epic and Pastoral**

ENG 155a. Milton

Milton's major poems, early and late, plus a cross-section of his work as pamphleteer and apologist. Pastoral, epic, and iconographic traditions.

***ENG 160b. Augustan Satire**

***ENG 165bR. (THA 165bR) Restoration Drama**

ENG 167b. Problems of Poetry

This course will start with the problem of badness in poetry. Discussions of bad, foolish, ugly poems found in good anthologies or magazines will lead into a more general exploration of the elements of poetry and evaluation of the grounds for aesthetic judgment. Limited enrollment.

Mr. Strand

ENG 169b. The Ballad

A close study of selected English and Scottish popular ballads and their North American derivatives as living songs with tunes. Folklore in the popular ballad. Supplementary readings in the folk tales, drama, and beliefs of the ballad people. Students from Anthropology, Psychology and Music welcomed.

Mr. Niles

ENG 170b. Victorian Poetry and Poetics

Mr. Preyer

ENG 171bR. Romantic Poetry

This course will cover the major poetry of Wordsworth, Keats, and Shelley, stressing the development of each poet and the emerging Romantic preoccupation with the figure of the poet. Some reading of Coleridge and Byron will be included. Students will be expected to familiarize themselves with the period and the biographies of the poets studied.

Mr. Onorato

ENG 173b. Poetry and Revolution, 1780-1830

A study of the impact of the American and French Revolutions on poets and political writers from Blake to Hazlitt. The emergence of the modern concept of revolution and the transformation of traditional mythologies to express new ideas of human destiny will be viewed against the background of historical events.

Ms. Ward

* Not to be given in 1974-75.

ENG 178a. (COLIT 178a) Dickens and Dostoevsky

The course will emphasize the modes of grotesque and philosophical comedy, the representation of the city, the romantic extension of realism, and the major literary forms of the novel of ideas and the novel of social reform. *Mr. Fisher*

***ENG 180a. Change and Continuity in Modern Literature**

ENG 181b. The Experiment Called Modernism

A technical and thematic study of the self-consciously "modern" movement in English and American writing of the early twentieth century. The works of Joyce and Eliot are the central texts, but the course will include other writers and will study in particular the creation of the phenomena of "Modernism." *Mr. Fisher*

***ENG 182b. American Drama**

***ENG 183b. Leading American Writers of the Nineteenth Century**

ENG 184bR. American Transcendentalism: Emerson to Dickinson

A study of the New England Transcendentalist movement and its intellectual sources and influences. The ideas and social criticism of Emerson, Thoreau, Fuller and others, the fiction of Hawthorne, and the poetry of Whitman, and Dickinson, and others will be among the topics explored. *Mr. Swiggart*

ENG 185bR. James Joyce

A survey of Joyce's work from *Dubliners* to *Finnegans Wake* with a special emphasis on *Ulysses*. *Mr. Hindus*

ENG 186bR. (THA 186b) Twentieth Century British Drama

This course will concentrate upon the plays of George Bernard Shaw and Harold Pinter, but a number of other dramatists of the period, including Synge, O'Casey, Beckett and Osborne will also be studied. *Mr. Swiggart*

ENG 187b. The Fiction of the Self

This course applies a *psychoanalytic* technique to reading of fiction and presupposes some knowledge of Freudian thought; it is concerned with fictions of selfhood, both the author's and the reader's. Works by Austen, Mary Shelley, Emily Bronte, Carroll, Woolf, James, Stevenson, Sartre, Conrad, Joyce, Nabokov, and Lessing will be covered. *Mr. Onorato*

***ENG 188b. Linguistics and Literature**

ENG 191a. (LING 191a) Introduction to Linguistics

This course aims to awaken the student's awareness of how much a speaker of English knows about his language that he has not been explicitly taught, to show that this knowledge requires explanation, and to develop a theory of linguistic structure which can account for it. Open to freshmen. *Mr. Jackendoff*

ENG 191aR. (LING 191aR) Introduction to Linguistics

Ms. Maling

***ENG 191b. Linguistic Structure**

ENG 192a. (LING 192a) History of the English Language

An examination of the structure of the English language at various stages in its development, and of the processes of linguistic change relating these stages. No knowledge of linguistics assumed. Open to freshmen. *Ms. Maling*

* Not to be given in 1974-75.

ENG 193a. (LING 193a) Problems in Phonology

The structure of sound systems in human languages. Isolated problems taken from the languages of the world, covering the topics of articulatory phonetics, distinctive features, and the notion of explanation in linguistics. (Offered alternate years) *Ms. Maling*

ENG 195b. (PHIL 161b) (LING 195b) Linguistics and Logic

An examination of the use of formal logic as an explication of human reasoning, concentrating on recent dialogues between linguistics and logicians. *Mr. Jackendoff*

***ENG 196a. Semantics**

Prerequisite: English 191a or background in analytic philosophy.

ENG 196b. (LING 196b) Syntactic Investigations in an Unfamiliar Language

Using a native speaker of an unfamiliar language (such as Turkish or Amharic) as a source of data, the class will investigate the structure of his language and compare it with the structure of English and other languages.

Prerequisite: ENG 191a.

Offered alternate years.

Mr. Jackendoff

***ENG 197a. Syntactic Theory**

Prerequisite: English 191b.

ENG 197b. (LING 197b) Problems in Syntax

A continuation of English 191a. This course extends the syntactic framework developed in the introductory course through the study of such problems as the complement system, with emphasis on their relevance to grammatical theory.

Ms. Maling

ENG 198b. (MUSIC 189b) (LING 198b) Linguistics and Music

Mr. Jackendoff

ENG 199a,b. (LING 199a,b) Directed Research in Linguistics

Staff

Writing Courses

Freshman Writing Seminar (1a and 1aR) for all freshmen not exempted from the English Composition requirement.

Discussion, reading and writing on various subjects in classes limited to ten students. A list of topics to be offered in individual seminars will be announced before the beginning of the term. Special emphasis on fundamental skills, sentence structure, logic, and paper organization.

Mr. Edelstein and Staff

Writing Referral Program: The Writing Tutorial staff offers non-credit individual instruction in expository writing to any undergraduate with writing difficulties. Students may refer themselves or be referred by faculty members from any department.

See Graduate School catalog for courses numbered 200 and above.

In addition to the courses listed above, students should consult the offerings in Comparative Literature, Humanities and Theater Arts.

* Not to be given in 1974-75.

ENGLISH AND CLASSICS

Committee: Professors John H. Smith and David S. Wiesen.

Requirements for Concentration

- A. Five courses required for concentration in English.
- B. Three year-courses in Latin above the Latin 1 level or three year-courses in Greek above the Greek 1 level.
- C. A one-semester course of independent study (ENG 90a or b) or COLIT 195a.

It is recommended, though not required, that a student offering the combination of English and Latin also acquire an elementary knowledge of Greek and that a student offering the combination of English and Greek also acquire an elementary knowledge of Latin. A student's course of study in this field may be supplemented by appropriate courses in history, philosophy, art, and archaeology.

No course which is offered in fulfillment of the general language requirement may be counted toward concentration in this field.

FINE ARTS

Associate Professor Ludovico Borgo, *Chairman*; Professors Joachim E. Gaehde⁺⁺, Peter Grippe, Mitchell Siporin; Associate Professors Robert W. Berger (*Advising Head*), Gerald S. Bernstein⁺⁺⁺, Elaine P. Loeffler⁺⁺⁺; Assistant Professors Paul L. Brown, Robert J. Maeda; Lecturer Carl I. Belz; Artist-in-Residence Michael B. Mazur.

Requirements for Concentration

Concentration may be elected in either (I) Applied Arts (Studio) or (II) Art History and Criticism.

- I. Studio concentrators are required to take:
 - a) FA 1, 103, and four additional semesters of studio electives.
 - b) Four semesters of Art History consisting of:
 - one course in Ancient or Medieval Art;
 - one course in Oriental Art;
 - two courses in Renaissance to Modern Art.
- II. History concentrators are required to take:
 - a) Ten semesters in Art History, consisting of:
 - Two courses in Ancient or Medieval Art;
 - One course in Oriental Art;
 - Two courses in Renaissance to Modern Art;
 - Seminar in Methods and Approaches in the History of Art;
 - Three courses and one seminar in the History of Art—to be selected with the approval of the Adviser, the Instructor and the Chairman of the Department. Two of these courses may be taken in related fields from offerings in other departments if the particular program of studies chosen by the student makes this substitution advisable and necessary.

⁺⁺ On leave, Fall Term, 1974-75.

⁺⁺⁺ On leave, Spring Term, 1974-75.

b) One full year of studio work with the consent of the Instructor.

Prospective graduate students in the History of Art will be advised to take two semester courses in language to acquire the reading facility now generally demanded for admission to Graduate School.

FA 1. Elements of Design in Art

Theoretical and visual study of the meaning in pictorial form.

Studio work in various color and drawing media.

Three studio hours per week.

FA 1 is a year course and may not be dropped with credit at midyear.

Studio fee: \$10 per semester

Sec. 1

Mr. Brown

Sec. 2

Mr. Brown

Sec. 3

Mr. Brown

Enrollment in each Sec. limited to 25. Preference given to Fine Arts Concentrators.

***FA 20a. Introduction to the History of Art I**

FA 20bR. Introduction to the History of Art II: From the Renaissance to the Modern Age

Enrollment limited to 60.

Mr. Berger

FA 20b. Introduction to the History of Art II: From the Renaissance to the Modern Age

Enrollment limited to 60.

Mr. Borgo

FA 21bR. Great Buildings of the Western World

Introduction to architecture through detailed analyses of a limited number of architectural masterpieces from classical Greece to the modern world. The readings will offer a variety of theoretical approaches to architectural history and criticism.

Mr. Berger

FA 23bR. Art in Antiquity

A survey of the history of art in the ancient Near East, Egypt, Crete, Greece and Rome.

Ms. Loeffler

***FA 31a. Art of Greece and Rome I**

FA 31bR. (CLASS 4bR) The Art of Greece and Rome II

Architecture, sculpture and painting from the time of Alexander the Great, to Constantine the Great.

Ms. Loeffler

***FA 41a. Art of the Middle Ages I**

FA 42b. Art of the Middle Ages II

Mr. Gaehe

FA 51a. Art of the Early Renaissance in Italy

Major painters, sculptors and architects in Rome, Florence and Venice from Giotto to Leonardo da Vinci.

Mr. Borgo

***FA 54b. Renaissance Art in Northern Europe**

FA 58b. The High Renaissance in Italy

A study of sixteenth century painting, sculpture and architecture from Leonardo da Vinci to Tintoretto.

Mr. Borgo

* Not to be given in 1974-75.

FA 59b. (MUSIC 59b) Music and Visual Arts in Italy, ca 1580 to ca 1645

The rise of the Baroque style in music, painting, sculpture, and architecture.

Prerequisite: Music 1a or 5a or permission of Professor Rifkin, and one semester course in art history.

Limited enrollment.

Messrs. Berger and Rifkin

FA 73a. Freshman Seminar: Chinese Landscape Painting: Theme and Variations

Enrollment limited to freshmen.

Mr. Maeda

FA 98a,b. Independent Study

Readings and reports on a special project under the direction of a faculty adviser.

Available to seniors and juniors with the permission of the Department. *Staff*

FA 99. Senior Research

Staff

FA 102. Theory and Practice of Painting

Organization of natural and abstract forms in space. Psychological and emotive potentialities of composition and color. Exploration of the working materials of the painter.

Prerequisite: FA 1 or consent of the instructor.

Three studio hours per week.

Studio fee: \$5 per semester.

Mr. Siporin

FA 103. Life Drawing

Observation and study of basic shapes in nature and their application to drawing the figure.

Prerequisite: FA 1 or consent of the instructor.

Three studio hours per week. Enrollment in each section limited to 20.

Studio fee: \$5 per semester

Sec. 1.

Mr. Mazur

Sec. 2.

Mr. Grippe

FA 104. Advanced Life Drawing

Advanced study of drawing with special emphasis on the human figure, its anatomy and structural design. Individual expression is encouraged and the use of drawing in pictorial composition is explored.

Prerequisite: FA 103 or consent of the instructor.

Studio fee: \$5 per semester

Mr. Siporin

FA 108. Advanced Painting

A workshop course which will stress creative individual work in painting. The study of natural forms, as well as the organization of forms from the imagination, will be undertaken. The various media of painting and the employment of the technical means of art towards personal artistic expression in painting will be explored.

Prerequisite: Consent of the instructor.

Studio fee: \$5 per semester.

Mr. Siporin

FA 111. Sculpture

Introduction to problems of modeling in clay and wax, coloring and glazing of tiles, slip making and firing. Compositions from life and from the imagination in bas relief and in the round. Three classroom hours and three Compositions from life and from the imagination in bas relief and in the round. Three classroom hours and three hours of informal studio work per week.

Prerequisite: FA 1 or 103 or consent of the instructor.

Studio Fee: \$20 per semester

Mr. Grippe

FA 112. Advanced Sculpture

A workshop course exploring traditional and modern styles and techniques. Stress on design and figure composition.

Prerequisite: Consent of the instructor.

Studio fee: \$20 per semester

Mr. Grippe

FA 115. Workshop in Woodcut, Etching and Engraving

Techniques covered include woodcut, line engraving, dry point, lift ground, aquatint, bitten textures, intaglio and surface printing. Printing in black and white and color.

Prerequisite: FA 1 or FA 103 or equivalent and consent of instructor. Enrollment limited to 20.

Studio Fee: \$17.50 per semester

Mr. Mazur

FA 116. Advanced Workshop in Printmaking

Development of further skills and knowledge of print media and of the student's individual esthetic direction.

Prerequisite: FA 115 and permission of instructor. Enrollment limited to 20.

Studio Fee: \$17.50 per semester.

Mr. Mazur

FA 120a. Modern Architecture

Mr. Bernstein

FA 122a. (AMSTD 122a) American Architecture and Painting

An historical survey of American architecture and painting. Art as it reflects American values and traditions.

Mr. Bernstein

FA 141b. (CLASS 102b) (HIST 102b) (HIDEA 102b) Pagan and Christian Thought and Art in the Late Roman Empire

A study of intellectual and artistic responses to the crisis of Rome, and the transition from the Antique to the Middle Ages.

Messrs. Gaehde, Higgins

***FA 160a. Seventeenth Century Masters**

***FA 161b. Eighteenth Century Art**

***FA 170a. Nineteenth Century European Painting**

FA 171b. Painting and Sculpture of the Twentieth Century.

The development of twentieth century art, with special emphasis on cubism and abstract art in Europe, and on the post-war period in American art.

Mr. Belz

***FA 175a. Studies in Graphic Arts**

***FA 180b. Introduction to the Art of India**

FA 181b. Introduction to the Art of Japan

Emphasis on the history of sculpture and painting.

Mr. Maeda

FA 182a. Introduction to the Art of China I

An historical survey with emphasis on painting.

Mr. Maeda

FA 182b. Introduction to the Art of China II

Mr. Maeda

***FA 184a. Seminar in Far Eastern Art**

FA 190b. Advanced Studies in Medieval Art

Mr. Gaehde

***FA 191a. Advanced Studies in the Renaissance**

FA 192a. Advanced Studies in Modern Art

Mr. Belz

* Not to be given in 1974-75.

***FA 193b. Advanced Studies in Ancient Art**

***FA 194b. Advanced Studies in American Art and Architecture**

***FA 195a. Primitive Art**

FA 196aR. Advanced Studies in Seventeenth and Eighteenth Century Art

Mr. Berger

FA 197a. Methods and Approaches in the History of Art

Mr. Borgo

SEMINARS IN THE BOSTON MUSEUM OF FINE ARTS

The following seminars are offered by the curators of the Museum of Fine Arts to selected graduate and undergraduate students of Boston University, Brandeis University, Harvard University, and Wellesley College.

Only a limited number of advanced students can be admitted.

Prerequisite: Permission of the Department of Fine Arts and the instructor. Credit will be arranged through Independent Study FA 98a and b.

Fall Term:

Roman Imperial Sculpture

Mr. Vermeule

The Application of Science in the Examination of Works of Art

Mr. Young

Spring Term:

Introduction to Museums

Mr. Coolidge

Goya's Prints and Drawings

Ms. Sayre

Prerequisites: One year of History of Art. Preference to be given to students with reading knowledge of Spanish and familiarity with Exhibition, "The Changing Image: Prints by Francisco Goya," Boston Museum of Fine Arts, Fall 1974.

FLEXIBLE CURRICULUM

FLECU 72a. Aztec Civilization I

The course aims at imparting a feeling for and understanding of an unfamiliar civilization. Among the topics discussed will be art and architecture, the city, social and political organization, education, literature, morality, the legend of Quetzalcoatl, and human sacrifice. Readings will be taken mainly from translated Aztec accounts.

No prerequisites.

Mr. Whittaker

FLECU 72b. Aztec Civilization II

Subjects discussed this semester will be poetry, philosophy, religion, law and justice, festivals, the calendar, science and medicine, the concept of war, and history. The controversial practice of human sacrifice and the causes of the Spanish Conquest will be studied in detail.

FLECU 72a is *not* a prerequisite for this course.

Mr. Whittaker

* Not to be given in 1974-75.

FRENCH LANGUAGE AND LITERATURE

Faculty: See Romance and Comparative Literature.

Requirements for Concentration

- A. Required of all concentrators: FREN 103a, FREN 106b.
- B. Required of all concentrators: Any *four* of FREN 112a, 116b, 117a, 118b, 119a.
- C. Five additional semester courses from the French offerings numbered above 100.
- D. Additional requirement for candidates for the degree with honors in French language and literature: FREN 99.

FALL REGISTRATION: In order to help facilitate a place in sections within the literature requirement sequence, students will be given an opportunity to register for 3 and 4 or 4 and 6, fall and spring semesters, in the same time period. Please see sections listed below.

FREN 1. Beginning and Elementary French

For students who have had no previous study of French language.

FREN 1 is a year course and may not be dropped with credit at midyear; however, students with one year of high school French, or appropriate placement, may enter FREN 1 at midyear with the permission of the instructor and receive one semester's credit.

Ms. Lansing

FREN 2a. Accelerated First-Year French

An intensive course in the fundamentals of French language.

Prerequisite: At least one year of high school study of French, or the equivalent, or appropriate placement.

Mr. Varkonyi

FREN 3a, Sec. 1. Intermediate French

Review of basic French grammar; study of easy readings.

Prerequisite: A passing grade in FREN 1b, or the equivalent.

Mr. Cloonan

FREN 3a, Sec. 2. Intermediate French

Ms. Lansing

FREN 3a, Sec. 3. Intermediate French

Staff

FREN 3a, Sec. 4. Intermediate French

Ms. Lansing

FREN 4bR, Sec. 1. Advanced Intermediate French

Emphasis on developing reading skills, review of grammar difficulties.

Prerequisite: A grade of A- or better in 1b, or a passing grade in 2a, 3a, or the equivalent.

Ms. Lansing

FREN 4bR, Sec. 2. Advanced Intermediate French

Ms. Mace

FREN 4bR, Sec. 3. Advanced Intermediate French

Ms. Harth

FREN 4bR, Sec. 4. Advanced Intermediate French

Mr. Wetsel

FREN 4bR, Sec. 5. Advanced Intermediate French

Mr. Cherittwizer

FREN 4b, Sec. 1. Advanced Intermediate French

Mr. Cloonan

FREN 4b, Sec. 2. Advanced Intermediate French

Mr. Varkonyi

FREN 4b, Sec. 3. Advanced Intermediate French

Ms. Harth

FREN 4b, Sec. 4. Advanced Intermediate French

Ms. Lansing

FREN 4b, Sec. 5. Advanced Intermediate French

Staff

FREN 5a. Reading French

A concentrated effort to build reading speed and confidence in preparation for FREN 6.

Prerequisite: Appropriate placement score or permission of instructor.

Ms. Kestnbaum

FREN 5aR. Reading French

Ms. Mace

FREN 6a, Sec. 1. Readings in French: An Introductory Course

Close study and analysis of representative works of French culture. Readings in French; lectures in English. This description applies to all sections of FREN 6a except Section 4.

Prerequisite: A grade of B- or better in FREN 4, a passing grade in FREN 5, or an appropriate placement score.

Mr. Gendzier

FREN 6a, Sec. 2. Readings in French: An Introductory Course

Mr. Varkonyi

FREN 6a, Sec. 3. Readings in French: An Introductory Course

Ms. Harth

FREN 6a, Sec. 4. Readings in French: An Introductory Course

This course is for those students who elect to study a section of FREN 6a in which all lectures and written work are in French.

Mr. Cherittwizer

FREN 6a, Sec. 5. Readings in French: An Introductory Course

Mr. Sachs

FREN 6a, Sec. 6. Readings in French: An Introductory Course

Staff

FREN 6aR, Sec. 1. Readings in French: An Introductory Course

Close study and analysis of representative works of French culture. Readings in French; lectures in English. This description applies to all sections of FREN 6aR except Section 7.

Mr. Gendzier

FREN 6aR, Sec. 2. Readings in French: An Introductory Course

Mr. Varkonyi

FREN 6aR, Sec. 3. Readings in French: An Introductory Course

Mr. Cloonan

FREN 6aR, Sec. 4. Readings in French: An Introductory Course

Ms. Harth

FREN 6aR, Sec. 5. Readings in French: An Introductory Course

Mr. Sachs

FREN 6aR, Sec. 6. Readings in French: An Introductory Course

Ms. Lansing

FREN 6aR, Sec. 7. Readings in French: An Introductory Course

This course is for those students who elect to study a section of FREN 6aR in which all lectures and written work are in French.

Mr. Cherittwizer

FREN 98a,b. Independent Study

Reading and reports under faculty supervision. May be taken only with the permission of the adviser to concentrators and the Chairman of the Department.

Staff

FREN 99. Senior Research

Students who are candidates for degrees with honors in French must register for this course and prepare an honors thesis under faculty direction.

Staff

FREN 103a. French Conversation and Composition

An intensive course in speaking and writing French.

Prerequisite: Concentration in French or permission of instructor. *Mr. Cherittwizer*

FREN 106b. Advanced French Composition and Stylistics

Intensive study and practice in written French, and an introduction to the elements of style.

Prerequisite: Concentration in French or permission of instructor. *Mr. Cherittwizer*

FREN 110a. The Modern Temper: Readings in Recent French Literature

An introduction to literary studies in French designed for freshmen exempted from the foreign literature requirement, and for other suitably qualified students.

Limited to 20 students. *Mr. Cloonan*

FREN 110aR. The Modern Temper: Readings in Recent French Literature

Limited to 20 students

Mr. Cherittwizer

***FREN 112a. The French Middle Ages**

Prerequisite: FREN 6 or permission of instructor.

FREN 116b. The French Renaissance

An examination of the revolt against reason, its implications and consequences. Readings in Montaigne, Rabelais, the Pléiade poets.

Prerequisite: FREN 6 or permission of the instructor. *Ms. Harth*

***FREN 117a. French Classicism**

Prerequisite: FREN 6 or permission of instructor.

***FREN 118b. The French Enlightenment**

Prerequisite: FREN 6 or permission of instructor.

FREN 119a. French Romanticism

An examination of the principal works of poetry, fiction and drama which gave the Romantic movement in France its distinctive character. Works by Chateaubriand, Lamartine, Hugo, Balzac, Vigny, Musset and George Sand will be closely studied.

Prerequisite: FREN 6 or permission of instructor. *Mr. Sachs*

***FREN 132a. The Development of the French Novel from the Middle Ages to the Revolution**

Prerequisite: FREN 6 or permission of instructor.

FREN 135a. The Great Age of French Drama

A study of the major plays of Corneille, Racine, and Moliere.

Prerequisite: FREN 6 or permission of instructor. *Mr. Cloonan*

***FREN 138b. The Great Age of French Fiction**

Prerequisite: FREN 6 or permission of instructor.

FREN 140b. Twentieth Century French Theater

Prerequisite: FREN 6 or permission of instructor.

Ms. Lansing

***FREN 149aR. Twentieth Century French Fiction**

Prerequisite: FREN 6 or permission of instructor.

***FREN 150b. Modern French Poetry**

Prerequisite: FREN 6 or permission of instructor.

FREN 160a. From Anti-Rationalism to "Engagement" in Modern French Literature

Prerequisite: FREN 6 or permission of instructor.

Mr. Varkonyi

FREN 170b. The Moralism Tradition in French Literature

A study of the moral dimensions of human conduct in society: Montaigne,

* Not to be given in 1974-75.

Rabelais, La Rochefoucauld, Les Libertins, Diderot, Rousseau, Balzac, Dada and Surrealism, Camus, Sartre.

Prerequisite: FREN 6 or permission of instructor.

Mr. Gendzier

FREN 190a. (HIDEA 190a) Major Authors Seminar: Rousseau

A seminar-style course limited to qualified juniors and seniors which will study a different major author each semester, chosen from the pre-Revolutionary period in the fall, and from the modern era in the spring.

Prerequisite: FREN 6 and junior or senior status, or permission of the instructor.

Mr. Gendzier

FREN 190b. Major Authors Seminar: Proust

Mr. Varkonyi

GENERAL SCIENCE

Committee: Associate Professor Gjerding Olsen, *Chairman and Advising Head*; Professor Richard S. Palais†; Associate Professors Thomas R. Tuttle, Hugh N. Pendleton III, Morris Soodak; *Ex-Officio:* Head, Science Council.

The General Science program is designed for students desiring a diversified program in the sciences; for example, for students planning to teach science in secondary schools, to enter medicine or public health and their allied fields, or to undertake other programs requiring a general scientific background. Students who intend to do graduate work in a specific scientific field are advised to fulfill the undergraduate requirements for concentration in that field.

Requirements for Concentration

A. Required of all candidates: BIO 10a, b, or 11a, b (both with 12a, b); CHEM 10a, b (and 18a or 18aR) or 11a, b (and 18a, b) or 15a, b (and 19a, b); MATH 9 or 10 or 11 or 12 (or more advanced courses); PHYS 10 (and 18c) or 11 (and 19c).

The candidate must present the minimum grade of C in all of the required courses above.

B. Elective Courses: With the approval of the program's advising head, a candidate in the General Science program must also offer the equivalent of six semester courses from the offerings of the School of Science. Such courses must be selected from at least two and not more than four fields within the School of Science, so that advanced courses will be required of candidates in this program. Distribution Requirement courses such as in Biological Science, Physical Science, Computer Science, as well as courses in Anthropology and Psychology, may not be elected. Readings courses such as BIO 98; PHYS 98, etc. cannot be used for concentration requirements.

Candidates in offering elective courses (except Physical Chemistry) are required to enroll in any laboratory accompanying the course; e.g., students offering CHEM 25a, b will also complete CHEM 29a, b.

C. Requirements for candidates for degrees with distinction: A student may petition the General Science Program Committee to devise an honors program which is in accordance with the special background of the individual. Such action must be completed before the close of the student's junior year.

D. No more than one D grade will be allowed in the elective semester courses offered toward concentration in this program.

GERMANIC AND SLAVIC LANGUAGES

Professor Harry Zohn, *Chairman*;

German: Professor Harry Zohn (*Advising Head*); Assistant Professors Eberhard Frey, Lee Stavenhagen.

Russian: Associate Professor Robert Szulkin (*Advising Head*); Assistant Professors Margaret Dalton, David A. Hanson (*Listening Center Coordinator*).

For course offerings and requirements for concentration, *see* German and Russian.

GERMAN LANGUAGE AND LITERATURE

Requirements for Concentration

A. Required of all concentrators: GER 3a, 100aR, 106aR, 110aR, 120aR, 130bR, 140a; any two of the following: GER 160b, 170b, 180a.

B. Two half courses or one year course in a related area chosen with the consent of the adviser.

C. Additional requirement for candidates for degrees with distinction: GER 99.

GER 1 and 2 are full year courses and may not be dropped with credit at midyear.

GER 1, Sec. 1. Introductory German

Regular exercises in the various language skills, emphasizing reading ability and a grasp of basic grammatical principles. Work in the language laboratory and computer-assisted drills.

Mr. Frey

GER 1, Sec. 2. Introductory German

Description as above.

Mr. Stavenhagen

GER 2. Intermediate German

A thorough grammar review and extended reading practice, stressing systematic expansion of vocabulary.

Prerequisite: GER 1, appropriate placement score, or permission of instructor.

Mr. Stavenhagen

GER 3a. Composition and Conversation

Regular class exercises and home assignments of short compositions will increase in complexity from a basic to an upper intermediate level. Class conversations and readings of appropriate material will serve to expand the vocabulary for everyday use and the ability to speak correctly and idiomatically.

Prerequisite: GER 1 or permission of instructor.

Mr. Frey

GER 5a. Accelerated Second Year German

An intensive one-semester course for students whose placement score or performance in GER 1 indicates an advanced preparation. A general grammar review is supplemented by reading material of increasing complexity which will form the major basis for exercises and class discussions.

Prerequisite: Permission of the Head of the Department.

Limited to 12 students.

Mr. Frey

GER 6a. Advanced Readings in German Culture

A reading course emphasizing masterpieces of German literature and/or German expository prose from a variety of fields.

Prerequisite: GER 2 or 5a, appropriate placement score, or permission of instructor.
Limited to 15 students. Mr. Zohn

GER 6aR. Sec. 1. Advanced Readings in German Culture

Description as above.

Mr. Frey

GER 6aR. Sec. 2. Advanced Readings in German Culture

Mr. Zohn

GER 98a,b. Independent Study

Reading and reports under faculty supervision. May be taken only with the permission of the adviser to concentrators. Staff

GER 99. Senior Research

Students who are candidates for a degree with honors in German must register for this course and prepare a thesis under faculty direction. Staff

***GER 100aR. Early German Literature**

Prerequisite: GER 6a or 6aR, appropriate placement score, or permission of instructor.

***GER 106aR. Advanced Exercises in German Composition and Literary Style**

Prerequisite: GER 3a or permission of instructor.

GER 110aR. Introduction to the Life and Works of Goethe

Intensive study of many of Goethe's dramatic, lyric, and prose works, including *Götz*, *Faust I*, *Werther*, and a comprehensive selection of poetry.

Prerequisite: GER 6a or 6aR, appropriate placement score, or permission of instructor. Mr. Zohn

***GER 120aR. Enlightenment, Storm and Stress, Idealism: Lessing, Lenz and Schiller**

Prerequisite: GER 6a or 6aR, appropriate placement score, or permission of instructor.

GER 130bR. German Romanticism

The course studies literary and theoretical works of the Romantic movement and examines concurrent attitudes toward the German past, religion, philosophy, and science.

Prerequisite: GER 6a or 6aR, appropriate placement score, or permission of instructor. Mr. Stavenhagen

***GER 140a. German Literature in the Nineteenth Century.**

Prerequisite: GER 6a or 6aR, appropriate placement score, or permission of instructor.

GER 150a. (CJS 150a) The Jewish Contribution to German Literature

This course will examine the literary harvest of the German-Jewish symbiosis from the Minnesinger Süsskind von Trimberg to Nelly Sachs, the poetess of the Holocaust, concerning itself with those Jewish writers in or from Germany (Heine, Wassermann, Lasker-Schüler), Austria (Beer-Hofmann, Schnitzler, S. Zweig), and Czechoslovakia (Kafka, Brod, Werfel) whose writings reflect Jewish themes or were shaped by the creative tension between the writers' Jewishness and the culture of German-speaking countries.

* Not to be given in 1974-75.

Open to all students without prerequisites. Lectures and discussions in English. Readings in English translation wherever available, but concentrators and other students with advanced preparation will be expected to do all or some of the reading in German.

Mr. Zohn

GER 160b. German Drama and Lyric Poetry from Naturalism to the Second World War

A survey of major trends in these genres with an emphasis on close analysis of selected works by such writers as Hauptmann, Hofmannsthal, Schnitzler, Kaiser, Brecht, Rilke, George, and Trakl.

Prerequisite: GER 6a or 6aR, appropriate placement score, or permission of instructor.

Mr. Frey

***GER 170b. German Literature Since the "Year Zero" (1945)**

Prerequisite: GER 6a or 6aR, appropriate placement score, or permission of instructor.

***GER 180a. Twentieth Century Prose: Mann, Kafka, Hesse**

Prerequisite: GER 6a or 6aR, appropriate placement score, or permission of instructor.

***GER 190aR. German Masterpieces in English Translation**

GREEK

See Classics

HEBREW

See Near Eastern and Judaic Studies

HISTORY

Professor Eugene C. Black, *Chairman*; Professors Geoffrey Barraclough, David S. Berkowitz, Rudolph Binion⁺⁺, John P. Demos⁺⁺⁺, James E. Duffy, David H. Fischer⁺⁺⁺, Morton Kellert⁺, Marvin Meyers, Arnold M. Paul (*Visiting*), David J. Steinberg (*Adjunct*), Milton I. Vanger⁺, Associate Professors Angeliki E. Laiou⁺⁺⁺, John E. Schrecker⁺⁺; Assistant Professors Gregory L. Freeze⁺, James R. Green (*Advising Head*), Gerald N. Izenberg, Gerald L. Soliday, Allen Weinstein (*Visiting*), Stephen J. Whitfield; Instructors Raymond O. Arsenaault, Alan H. Coes, Louis S. Richman, James C. Sanford.

Requirements for Concentration

All majors are expected to satisfactorily complete eight or more semester courses in history. Up to two history courses offered outside of the department (or, for transfer students and those taking a year's study abroad, up to four history courses, but must take at least one history course for each semester in residence at Brandeis) may be used to meet this requirement, with the approval of the student's Department Advising Head.

The History Department offers its majors a choice of two basic modes of concentration: the General Program and the Structured Program.

* Not to be given in 1974-75.

† On leave, 1974-75.

†† On leave, Fall Term, 1974-75.

††† On leave, Spring Term, 1974-75.

I. The General Program

Students selecting the General Program are expected to meet the departmental course requirement as described above. Their work will be prepared in close consultation with a faculty adviser.

HIST 98a and b (Readings in History) may be taken by students on a subject of special interest that is not covered by the regular curriculum, or as a supplement to work on the senior honors thesis. The consent of the instructor is required.

HIST 99 (Senior Research) is required of General Program candidates for degrees with distinction. It must be taken in addition to the eight-course major requirement.

II. The Structured Program

Students selecting the Structured Program are expected to meet the following requirements:

A. A *region* of concentration

1. The region normally will be one of the following:

- a. East Asia
- b. Latin America
- c. Russia and/or Eastern Europe
- d. The United States
- e. Western Europe
- f. In lieu of a region, a student may choose to concentrate on the twentieth century world.

2. Students are expected to take a year's survey course in their region of concentration, usually by the end of their sophomore year. The courses which will be used to fulfill this requirement will normally be selected from among the following:

- a. East Asia—HIST 80a and 80b
- b. Latin America—HIST 171a and 171b
- c. Russian and/or Eastern Europe—HIST 147a and 147b
- d. The United States—HIST 51a and 51b
- e. Western Europe—HIST 2a and 2b
- f. Twentieth Century World—HIST 136a and 136b

3. Students are expected also to take at least one additional semester of work in a region outside their specialty.

B. A *topic* of concentration, normally one of the following:

1. Intellectual and Cultural History
2. Political or Institutional History
3. Psychohistory
4. Social and Economic History

Students will be expected to develop their topic of concentration through the selection of appropriate courses in close consultation with their advisers, and through the tutorial program (see below).

C. Advising

Students will be assigned an adviser in their sophomore year on the basis of their regional and topical concentrations. Advisers may be changed in the junior year in line with the student's more focused interest.

D. Tutorial Program

The aim of the tutorial program is to assist students in developing their regional and topical understanding. Tutorials will involve written work, and will count for concentration credit. Students normally will take one tutorial a year.

The general format of the tutorial program is as follows:

1. Tutorial I. HIST 96a or b
2. Tutorial II.
 - a. For those *not* writing a thesis: HIST 97a or b
 - b. For those writing a thesis: HIST 99 (in addition to the eight-course major requirement). HIST 97a or b is optional.

E. Oral Examination

1. For those *not* writing a senior thesis: Each student will be examined by his senior tutor and another faculty member. This discussion will focus on the student's written work in tutorial, in order to assess the student's understanding of his or her region and topic. This oral examination will be graded, and will constitute one third of the senior tutorial grade.

2. For those writing a senior thesis: There will be an oral examination upon completion of the thesis. It will deal essentially with the thesis, but will also assess the student's understanding of his or her region and topic.

HIST 2a. Europe From Feudalism to Absolutism

An analytical history of European society, politics, and culture from about 1450 to the Enlightenment. Emphasis is on introducing students to general problems of interpretation, comparative analysis, and new historical methods or approaches (especially to refine class analysis and to study common people as well as elites).

Mr. Soliday

HIST 2b. (formerly HIST 1b) Revolution and Modernization

Selected problems in European history from the eighteenth century to the present. Topics include the French Revolution, industrial modernization, romanticism, social conflict, nationalism and imperialism, twentieth century totalitarianism and war.

Mr. Izenberg

HIST 4a. Freshman Seminar: Revolution and Founding in Eighteenth Century America

How and why did provincial America of the mid-eighteenth century take the road to independence, found a revolutionary republican order, create a new kind of nation? Readings and discussion will emphasize the ways contemporaries understood the transformation of the American world and argued the enduring issues of revolution and founding.

Mr. Meyers

HIST 5a. Freshman Seminar: Victorianism: An Historical Analysis

A study of the ideas, institutions, and values of Victorian culture, their economic foundations, social structure, and political expressions. Extensive work in source materials. Some general background in European history or English literature is helpful.

Mr. Black

HIST 6a. Freshman Seminar: American Imperialism In Southeast Asia

This seminar will compare two American ventures into Southeast Asia: the American imperial experience in the Philippines from 1898 through the Taft era and the American experience in Vietnam. We shall raise, in each instance, comparative questions of motive and success with the hope of becoming sensitive historically to the problems of bias and value judgment in history. *Mr. Steinberg*

HIST 51a. American Society: An Analytical History (1607-1860)

This is an introductory course, but not a traditional narrative survey. Familiar political events will be given little attention. Emphasis will be placed upon the basic intellectual, political, economic and social influences which have shaped American life. Enrollment limited. *Mr. Fischer*

HIST 51b. American History: 1860 to the Present

This introductory course has two purposes: to describe and analyze the most decisive political, social, economic, and cultural forces of the past century; and to enhance a critical appreciation of important historical interpretations of the period. *Mr. Whitfield*

HIST 80a. Introduction to East Asian Civilization

A selective introduction to the development of forms of thought, social and political institutions, and distinctive cultural contributions of China and Japan from early times to the beginning of the nineteenth century. *Mr. Sanford*

HIST 80b. East Asia To Modern Times

The civilization of East Asia at the beginning of the modern era, the impact of the west, the contrasting responses of China and Japan to the confrontation, and the development and nature of their present societies. *Mr. Schrecker*

HIST 96a,b. Junior Tutorial

Staff

HIST 97a,b. Senior Tutorial

Staff

HIST 98a,b. Readings in History

Staff

HIST 99. Senior Research

Seniors who are candidates for degrees with honors in History are required to register for this course and, under the direction of a member of faculty, prepare an honors thesis on a suitable topic. *Staff*

***HIST 101a. (formerly HIST 111a) (CLASS 101a) Greek History**

***HIST 101b. (CLASS 101b) Topics in Greek History**

HIST 102a. (formerly HIST 112a) (CLASS 102a) Roman History

Instructor to be Announced

HIST 102b. (formerly HIST 112a) (CLASS 102b) Pagan and Christian Thought and Art in the Late Roman Empire

A study of intellectual and artistic responses to the crisis of Rome and the transition from the Antique to the Middle Ages. *Messrs. Gaehde and Higgins*

HIST 110a. (formerly HIST 123a) The Civilization of the Early Middle Ages

General course on medieval history and culture (philosophy, literature, art, music). Will center on Western Europe, with some discussion on the Byzantine Empire, Arab states and European Jewish communities. Will be offered in cooperation with other members of the Medieval Studies Program; the focus being primarily historical. *Ms. Laiou and Staff*

HIST 110b. (formerly HIST 123b) The Civilization of the High and Late Middle Ages

A continuation of History 110a.

Staff

* Not to be given in 1974-75.

HIST 111a. (formerly HIST 122a) Byzantine Civilization

An introductory discussion of Byzantine civilization (330-1453). Topics will include political theory, social structure, education, religion, and every day life in the Byzantine Empire. Some discussion of areas of conflicts and exchange between the Byzantine Empire and the Western European world. *Ms. Laiou*

***HIST 112b. (formerly HIST 121a) The Crusades**

HIST 120b. (formerly HIST 121b) Senior Seminar in Medieval Studies

Consult Instructor.

Selected topics in Medieval Studies.

Staff

HIST 121a. (formerly HIST 124a) (HIDEA 130a) Humanism in Europe

Medieval outlook on man. The basis of new individualism: self-expression in literature and revival of ancient values and outlooks. Evolution of new cultural elite, life style, and philosophy of man. Printing and the rise of the humanist class. The new scholarship and literature. Dispersion of human ideology. *Mr. Berkowitz*

***HIST 122a. (formerly HIST 129b) Modern Despotism: Theory and Practice**

HIST 122bR. (formerly HIST 129a) (HIDEA 186b) Against the Traditional Basis of Order: Marsilio of Padua, Machiavelli, Hobbs and Rousseau (Seminar)

Readings and short reports centering on the revolution in concepts of authority; the new philosophy and science of politics. *Mr. Berkowitz*

***HIST 123a. (formerly HIST 125a) The Renaissance**

HIST 123b. (formerly HIST 128b) The Reformation

Transformation of the Catholic establishment and the religious outlook in the fifteenth century. The religious revolution of the sixteenth century: Luther, Calvin, Henry VIII, and the radical reformers. The Catholic reaction and counter-reaction.

Mr. Berkowitz

HIST 124b. (HIDEA 136b) Topics in Historical Jurisprudence: The English System of Law (Seminar)

(See Legal Studies)

The law state; law as enforced command; sources and varieties of law; the legal process, jurisdiction and administration of law; the individual's rights, obligations, liabilities and sanctions in private law; the law and public order; law and historical development. *Mr. Berkowitz*

***HIST 125a. (formerly HIST 134a) The Ancient Regime**

HIST 126a. (formerly HIST 130a) Revolts and Revolutions in Seventeenth Century Europe (Seminar)

The English Revolution of 1640 as well as selected noble and popular revolts in France, the Spanish domains, and eastern Europe provide the basis for a comparative analysis of seventeenth century social structure and government. *Mr. Soliday*

***HIST 126b. (formerly HIST 130a) Seventeenth Century Revolution (Seminar)**

HIST 127b. (formerly HIST 133b) The Society of the Old Regime (Seminar)

A comparative examination of European society before the French Revolution: the nobility and the notion of an "aristocratic reaction"; the peasantry and the urban poor; and the question of a "middle class" challenging the old order. *Mr. Soliday*

* Not to be given in 1974-75.

HIST 128aR. (formerly HIST 133a) The Development of the European City to 1800 (Seminar)

After a brief look at the medieval town, the course surveys the physical, social, and cultural history of European cities from the communes of Renaissance Italy to the great urban centers of the eighteenth century. Readings and discussions will be supplemented by lectures.

Mr. Soliday

HIST 130a. The French Revolution

The sources, content, and results of the French Revolution; its place in the broader context of the democratic revolution of the west. A study of the events and analysis of the elements involved.

Mr. Black

HIST 131b. (formerly HIST 138b) Topics in Modern Social History

Urbanization and industrialization in Britain, France, and Germany during the nineteenth century. Elements of social change—entrepreneurship, the growth of middle-class consciousness, and the evolution of industrial working classes—and elements of persistence—landed elites and agrarian working classes. The impact of social developments on cultural institutions.

Mr. Black

HIST 132a. (formerly HIST 140a) (HIDEA 144a) Intellectual History of Modern Europe, 1890-1930

A survey of dominant thinkers and currents of thought, with particular emphasis on the disintegration of the rationalist tradition in European culture.

Mr. Izenberg

HIST 132b. (formerly HIST 140b) (HIDEA 144b) Intellectual History of Contemporary Europe, 1930-1970

A survey of dominant thinkers and currents of thought, with particular emphasis on the response to irrationalism in contemporary European culture.

Mr. Izenberg

***HIST 133a. (formerly HIST 141a) European Intellectual History, 1789-1890**

***HIST 133b. (formerly HIST 137b) The Origins and Development of Freudian Theory**

***HIST 134a. (formerly HIST 138bR) Modern Europe: A Biographical Approach**

HIST 135aR. (formerly HIST 79a) (HIDEA 135aR) European Socialism Since Babeuf (Seminar)

European socialist thought viewed against the changing historical background.

Mr. Binion

HIST 136a. (formerly HIST 139a) Europe in the Age of Nationalism and Imperialism, 1870-1920

As well as the histories of the main European countries (Germany, France, Austria-Hungary, Russia), topics will include industrialization, imperialism, socialism, and the course of international relations leading to the First World War. The course will show Europe at its zenith, and the seeds of decline.

Mr. Barraclough

HIST 136b. (formerly HIST 139b) The World Since 1929

The contemporary world with emphasis on non-European as well as western history. The course will begin with the world economic depression of 1929, and extend to the economic crisis of the present. Topics discussed will include Fascism and National Socialism, the Second World War, the Cold War, the end of Empire, underdevelopment and the Third World.

Mr. Barraclough

***HIST 137b. (formerly HIST 195b) Imperialism**

* Not to be given in 1974-75.

- *HIST 140b. (formerly HIST 125b) The Tudor Revolution**
- *HIST 141b. (formerly HIST 144a) Studies in British History—1851 to the Present**
- *HIST 142b. (formerly HIST 141b) The Spanish Civil War (Seminar)**
- *HIST 144b. (formerly HIST 142b) France 1914-1940 (Seminar)**
- HIST 146b. Topics in German History: Hitler, Germany and Europe (1933-1945)**
 Hitler's personal and political formation (1889-1918), his rise to power (1919-1933), and his transformation of Germany and Europe. *Mr. Binion*
- *HIST 147a. (formerly HIST 143a) Rise of Imperial Russia**
- *HIST 147b. (formerly HIST 143b) History of Russia Since 1861**
- *HIST 148bR. Revolutionary Russia, 1890-1917**
- *HIST 149b. Culture and Thought in Imperial Russia, 1830-1880 (formerly The Golden Age of Russian Culture)**
- HIST 150a. Colonial America: People, Culture and Society**
 An exploration of significant themes in the colonial period of American history: social structure, routines of daily life, ecology, race, and related matters. The course will seek to balance the viewpoint of an anthropologist visiting an "exotic" culture, with that of an historian searching for the roots of modern America. No prerequisites. *Mr. Demos*
- *HIST 150b. The American Revolution**
- HIST 151aR. The Founding of the American Republic (Seminar)**
 An inquiry into the ideas and movements that formed a new republican regime in the United States. *Mr. Meyers*
- HIST 152b. Problems of Democracy in Jacksonian America (Seminar)**
 An examination of the nature and consequences of democratization in American society and politics, emphasizing issues of interpretation. *Mr. Meyers*
- *HIST 153a. Civil War and Reconstruction**
- HIST 155a. (ECON 122a) American Economic History** *Mr. Evans*
- *HIST 156a. (formerly HIST 165a) American Social History: 1620-1860**
- *HIST 156b. (formerly HIST 165b) American Social History: 1860-1960**
- HIST 157a. (formerly HIST 154b) The American City: Boston as a Case Study**
 An examination of the ways in which urbanization affected social relations in Boston from colonial times to the present. There will be readings from several secondary historical studies and discussions based on documentary readings. *Mr. Green*
- HIST 158bR. Race Relations in the United States**
 A seminar investigating the history of race relations with discussions based upon primary readings in racial thought, the nature of racial oppression, and the responses of at least three groups of racially oppressed people: Native American, Afro-American and Asian-American. *Messrs. Demos and Green*
- *HIST 158a. (formerly HIST 169b) Working Class History in the United States**

* Not to be given in 1974-75.

***HIST 159b. (formerly HIST 167b) Topics in History of American Family Life**

***HIST 160a. (formerly HIST 163aR) Adams and America**

***HIST 161a. (formerly HIST 163a) The American Political Tradition: Origins to the Civil War (Seminar)**

***HIST 161b. (formerly HIST 164bR) The Modern American Polity**

HIST 162aR. (formerly HIST 169aR) The History of American Radicalism

A seminar on dissenting thought and radical action from Owenite socialism through Debsian socialism with discussions and papers.

Prerequisite: college level U.S. history course in this period or the permission of the instructor. *Mr. Green*

HIST 162b. United States in the 1930's: A Capitalist Society in Crisis

The social effects of the Depression in American life with readings and discussions drawn primarily from the documents of the era.

Prerequisite: a course in twentieth century U.S. history or permission of the instructor. *Mr. Green*

HIST 163a. (formerly HIST 168a) (POL 168a) American Foreign Policy *Mr. Art*

HIST 163b. (formerly HIST 168b) (POL 168b) American Foreign Policy *Mr. Art*

HIST 164a. (formerly HIST 166a) American Constitutional History, 1865-1937

The development of American constitutional law and theory since the Civil War with the emphasis on the adaptation of the constitution to the changing needs of American society. (See Legal Studies) *Mr. Paul*

HIST 164b. (formerly HIST 166b) (POL 115b) American Constitutional Law and Theory

(See Legal Studies) *Mr. Elliff*

HIST 165bR. (formerly HIST 155b) (POL 116bR) Civil Liberties in America

(See Legal Studies) *Mr. Elliff*

***HIST 167a. Topics in American Legal History**

(See Legal Studies)

HIST 171a. Latin American History: Colonial and Post Colonial

Conquest, Empire, Independence and the pattern of national politics, society, and economics in Mexico, Argentina, Chile and Brazil until 1890. A first course on Latin America and for those planning to take only one Latin American history course. *Mr. Coes*

HIST 171b. Latin American History: 1890 to Present

The emergence of mass and revolutionary movements, economic developments and problems, current conditions and contending ideologies, concentrating on Mexico, Argentina, Brazil, Cuba and Chile. *Mr. Coes*

HIST 173a. (formerly HIST 176a) (LAS 100a) (ANTHR 100a) The Family In Latin America

An examination of the family systems of Latin America with selected readings from anthropology, history and literature. Marriage and kinship relations, male and female archetypes, racial, class and economic distinctions will be explored; and the Iberian, African and Amerindian influences on the contemporary Latin American family will be discussed. *Mr. Yglesias*

* Not to be given in 1974-75.

***HIST 173b. (formerly HIST 176b) Latin America in the World, 1810 to Present**

HIST 180aR. Modern China (Seminar)

A selective and advanced treatment of modern China. The course will be organized topically, and will trace certain themes such as economic development, ideology, and foreign policy, etc. from the late nineteenth century to the present.

Prerequisite: HIST 80b.

Mr. Schrecker

HIST 182b. Modern Southeast Asian History

This course examines both thematically and by country the past two hundred years of Southeast Asian history. It explores questions of nationalism and imperialism, the meaning of economic development, the character of modernization, and the process of acculturation. Southeast Asian history is, by its very nature, comparative history; the course explores what is common to the region and what is unique to each of the societies in it.

Mr. Steinberg

***HIST 185a. Studies in Sub-Sahara African History**

***HIST 190b. Historiography**

***HIST 191a. (formerly HIST 167a) History and Psychology (Seminar)**

Prerequisite: some prior work in both fields.

***HIST 191b. (formerly HIST 101b) Conversations in America**

***HIST 192a. Comparative Political Theory: China and Europe**

Prerequisite: at least one course in either East Asian or Western European history or political theory.

***HIST 193b. (formerly HIST 161b) The United States and Great Britain:
Comparative Perspectives, 1830-1930**

HIST 194a. An Introduction to Historical Geography

The geographical factors in History. The course will concentrate mainly on Europe (from the dissolution of the Roman Empire to the nineteenth century), but will also include Eurasia. Topics discussed will include rural settlements, agrarian structures, trade routes and commerce, towns and industry, as well as the geographical factors in the formation of the European States.

Mr. Barraclough

* Not to be given in 1974-75.



HUMANITIES

HUM 1a,b. (ENG 12a,b) The Representation of Experience: A Basic Course of Literary Study

A reading of major literary accounts of experience. Each text is studied both as a singular action and as a world description which can be compared to other world descriptions. Fall semester: Theogony, Gilgamesh, Homer, Bagavad Gita, Aeschylus, Sophocles, Plato. Spring: Enuman Elish, Biblical Epic, New Testament, Aeneid, Apuleius, Augustine, Dante, Tolstoi. (See UC 74e) *Mr. Grossman*

HUM 4a. (AMSTD 8a) (ENG 8a) American Literature from 1832 to 1900

Mr. Gilmore

HUM 4aR. (AMSTD 8aR) (ENG 8aR) American Literature from 1832 to 1900

Mr. Gilmore

HUM 4b, Sec. 1. (AMSTD 9a) (ENG 9a) American Literature from 1900 to 1965

Mr. Edelstein

HUM 4b, Sec. 2. (AMSTD 9a) (ENG 9a) American Literature from 1900 to 1965

Mr. Hindus

HUM 4bR. (AMSTD 9aR) (ENG 9aR) American Literature from 1900 to 1965

Mr. Hindus

HUM 8b. (CLASS 8b) Greek and Roman Mythology

Mr. Muellner

HUM 16a. (CLASS 16a) (HIDEA 16a) The Classical Heritage of Western Man

Mr. Stewart

HUM 16b. (ENG 30b) Christianity

Ms. Staves

HUM 17b. (ENG 15b) Autobiography

Ms. Klein

HUM 25. Comparative Humanities: The European Tradition

A comparative and interdisciplinary study of three major problems in contemporary Europe and their historical dimensions: the concept of the hero, the notion of the transcendent, the idea of Empire. Course will include lectures, discussions, films, slides, music listening. *Ms. Harth, Messrs. Monaco, Wiesen and guest lecturers.*

HUM 61aR. (ENG 81aR) Modern Novel

A study of the novels of the last century which stress two basic types: the epic novel which takes a whole civilization as its subject, and the more inwardly directed, psychological fiction which focuses upon the individual who feels lost and estranged in a complex, mass society. *Mr. Hindus*

INDEPENDENT CONCENTRATIONS

In choosing a concentration, a student may propose a program that combines academic work in several departments. The proposal requires the support of at least two departments and of one member of each supporting department who will agree to serve on the student's Concentration Committee. This program shall be limited to a total of about 30 students in the College.

Students who wish to develop a proposal for an independent concentration should consult the Office of the Dean of the College.

ITALIAN LANGUAGE AND LITERATURE

ITAL 1. Beginning and Elementary Italian

For students who have had no previous study of Italian language.

ITAL 1 is a year course and may not be dropped with credit at midyear; however, students with one year of high school Italian, or appropriate placement, may enter ITAL 1 at midyear with the permission of the instructor and receive one-semester's credit.

Mr. Lansing

ITAL 5a. Intermediate Italian

Emphasis on developing oral and reading skills; review of grammar.

Prerequisite: ITAL 1 or permission of instructor.

Mr. Lansing

ITAL 6b. Readings in Italian: An Introductory Course

Close study and analysis of representative works of Italian culture in the Italian language.

Prerequisite: ITAL 5a, appropriate placement score, or permission of the instructor.

Mr. Lansing

ITAL 98a,b. Independent Study

Reading and reports under faculty supervision. May be taken only with the permission of the adviser to concentrators and the Head of the Department.

Mr. Lansing

ITAL 110b. Modern Italian Literature

Analysis of major works by Verga, Pirandello, Svevo, Moravia, Lampedusa and Vittorini with respect to the political, economic and social problems of post-Risorgimento Italy. Lectures and discussion in English; readings in the original and in translation.

Prerequisite: Completion of language requirement (or its equivalent).

Mr. Lansing

*ITAL 140a. Dante's Divine Comedy

Prerequisite: Completion of language requirement (or its equivalent).

LATIN

See Classics

LATIN AMERICAN STUDIES

Professor Donald Hindley, *Chairman and Advising Head*; Professors James E. Duffy, David Kaplan, Louis Lefebvre, Denah L. Lida, Robert A. Manners, Milton I. Vanger†, Richard S. Weckstein; Associate Professors Andrée M. Colard, George L. Cowgill, Robert C. Hunt, Benson Saler, Luis E. Yglesias; Assistant Professors E. Craig Morris; Lecturer Clinton M. Jean; Instructor Harry L. Rosser.

* Not to be given in 1974-75.

† On leave, 1974-75.

The Latin American Studies concentration combines the insights of several disciplines with density of information on Latin America, offering both analytical breadth and personal interest. Study in Latin America for a term or a year is encouraged. Concentrators have studied in universities in Mexico, Colombia, Peru, and Brazil, as well as Spain, and other possibilities are available. For those students whose interests can not easily be fitted into the course requirements, or in the event a course is not offered, special readings, courses or independent studies with members of the staff will be arranged. Courses, particularly in Portuguese and Latin American economic development, may be taken at neighboring institutions to Brandeis.

Students who are interested in Latin America, but do not concentrate in Latin American Studies, can enroll in the Program in Latin American Studies. The Program, open to students in any concentration at Brandeis, is a means for structuring their interest in Latin America. Each student in the Program will be assigned an adviser and participation and completion of the Program in Latin American Studies will be entered on permanent student records and transcripts.

Requirements for Concentration

A. LAS 100a (ANTHR 100a): The Family in Latin America; HIST 171a: Latin American History, Colonial and Post-Colonial; HIST 171b: Latin American History, 1890 to Present; POL 144a: Political Change in Latin America I; POL 144b: Political Change in Latin America II; SPAN 160b: Readings in Latin American literature.

B. At least two semester courses from: ANTHR 124a: Civilizations of Mesoamerica; ANTHR 143b: Modern Cultures of Middle America; ANTHR 144a: Indians of South America; ANTHR 144b: Social Anthropology of Contemporary South America; ANTHR 145b: The Development of Andean Civilization; ANTHR 160b: An Anthropological Perspective on the Third World; ECON 75a: The Economics of Underdeveloped Countries; HIST 176a: Seminar in Latin American History; HIST 173b: Latin America in the World; SOC 120a, b: Sociology of Underdevelopment; SPAN 105b: Intermediate Conversation and Composition; SPAN 106b: Studies in Advanced Composition and Conversation; SPAN 160aR: Readings in Latin American Literature; SPAN 161a: Masters of Modern Latin American Poetry; SPAN 162b: Argentine and Brazilian Literature; POL 13b: Introduction to the Politics of Non-Western States.

C. At least four semester courses in one discipline: Anthropology, History, Politics, Spanish. These may include courses taken under Requirement B, but not under Requirement A.

D. Senior Honors: Candidates for degrees with distinction must be approved by the Committee.

Requirements for the Program

A. HIST 171a: Latin American History, Colonial and Post-Colonial;
HIST 171b: Latin American History, 1890 to Present.

B. Language: To be met either by passing the Spanish language requirement at Brandeis, or by taking one year of Spanish at Brandeis, or, for those who have learned Spanish or Portuguese on their own or abroad, passage of a Language Competence Examination to be given at Brandeis.

C. Two semester courses from the following: LAS 100a: Interdisciplinary Seminar on Latin America; ANTHR 124a: Civilizations of Mesoamerica; ANTHR 144b: Social Anthropology of Contemporary South America; ANTHR 145b: The Development of Andean Civilization; POL 144a: Political Change in Latin America I; POL 144b: Political Change in Latin America II; SPAN 105b: Intermediate Conversation and Composi-

tion; SPAN 106b: Studies in Advanced Composition and Conversation; SPAN 160a,b: Readings in Latin American Literature.

LAS 98a,b. Independent Study *Staff*

LAS 99. Senior Research *Staff*

LAS 100a. (ANTHR 100a) (HIST 173a) The Family in Latin America

An examination of the family systems of Latin America with selected readings from anthropology, history and literature. Marriage and kinship relations, male and female archetypes, racial, class and economic distinctions will be explored; and the Iberian, African and Amerindian influences on the contemporary Latin American family will be discussed.

Mr. Yglesias

***AAAS 119a. An Introduction to the Cultural History of the Caribbean**

***AAAS 119b. Race, Identity and Political Consciousness in the Caribbean**

***ANTHR 143b. Modern Cultures of Middle America**

ANTHR 144aR. Indians of South America *Mr. Saler*

***ANTHR 144b. Social Anthropology of Contemporary South America**

ANTHR 145b. The Development of Andean Civilization *Mr. Morris*

***ANTHR 160b. An Anthropological Perspective in the Third World**

ECON 75a. The Economics of Underdeveloped Countries *Mr. Weckstein*

HIST 171a. Latin American History, Colonial and Post Colonial *Mr. Coes*

HIST 171b. Latin American History, 1890 to Present *Mr. Coes*

***HIST 173b. Latin America in the World, 1810 to Present**

POL 13b. Introduction to the Politics of Non-Western States *Mr. Hindley*

POL 144a. Political Change in Latin America I *Mr. Hindley*

POL 144b. Political Change in Latin America II *Mr. Hindley*

SOC 120a,b. Sociology of Underdevelopment *Mr. Jean*

***SPAN 105b. Intermediate Conversation and Composition**

SPAN 106b. Studies in Advanced Spanish Conversation and Composition *Ms. Lida*

***SPAN 106aR. Readings in Latin American Literature**

SPAN 160b. Readings in Latin American Literature *Mr. Rosser*

SPAN 161a. Masters of Modern Latin American Poetry *Mr. Yglesias*

***SPAN 162b. Studies in Argentine and Brazilian Literature**

* Not to be given in 1974-75.

LEGAL STUDIES

Committee: Associate Professor John T. Elliff, *Acting Chairman*; Professors Egon Bittner†, Morton Keller†, John F. Matthews; Associate Professor Peter Woll; Assistant Professor Gila J. Hayim; Lecturer Charles H. Rogovin.

The Program in Legal Studies is designed to offer a limited number of Brandeis juniors and seniors the opportunity of studying the relationship of law to the social sciences and the humanities.

Each year the Committee on Legal Studies will select sophomore applicants for entry into the Program in their junior year. Juniors who wish to apply for entry in their senior year also will be considered, but priority will be given to sophomore applicants. *Students accepted into the Program will keep their departmental concentration.*

Participants in the Program will be expected to meet the following requirements:

(a) Satisfactory completion of the Legal Process course (LEGAL 101a or 101b), preferably no later than the student's junior year.

(b) Satisfactory completion of at least three additional courses listed in the Program Curriculum (see below), not including LEGAL 99. *No more than two of the four required Legal Studies courses may be taken from one department.*

(c) Satisfactory completion of a senior thesis in the field of legal studies, which may also satisfy the student's departmental honors requirement, with the approval of the department.

(d) Participation in a non-credit Legal Studies Colloquium, which will serve as a forum for the ongoing consideration of legal studies, problems and for the presentation of student work-in-progress.

A close advisory system will help students to integrate their legal studies work with their field of concentration and with their more general undergraduate preparation.

LEGAL 101a. The Legal Process

An introduction to legal reasoning and to the procedures and institutional structure of American law.

To Be Announced

LEGAL 101aR. The Legal Process: Law and Public Policy

Mr. Elliff

LEGAL 98a. Readings in Legal Studies

Staff

LEGAL 99. Senior Research

Staff

AMSTD 194a. Social Welfare Policy and the Law

Mr. Schottland

CLASS 162b. Justice and the City

Mr. Higgins

ECON 79b. The Legal Regulation of Economic Activity

Mr. Larner

HIST 124b. Topics in Historical Jurisprudence: The English Systems of Law

Mr. Berkowitz

HIST 164a. American Constitutional History, 1865-1937

Mr. Paul

*HIST 167a. Topics in American Legal History

To be offered, 1975-1976

NEJS 50a. Jewish Legal Concepts and Values

Mr. Fox

* Not to be given in 1974-75.

† On leave, 1974-75.

PHIL 142a. Philosophy of Law	<i>Mr. Kwart</i>
POL 115b. American Constitutional Law and Theory	<i>Mr. Elliff</i>
POL 116bR. Civil Liberties in America	<i>Mr. Elliff</i>
POL 117a. Administrative Law	<i>Mr. Woll</i>
POL 123b. Politics of Urban Criminal Justice	<i>Mr. Levin</i>
SOC 5a. Introduction to Criminology	<i>Ms. Hayim</i>
SOC 163b. Therapy and Punishment	<i>Ms. Hayim</i>
*SOC 188b. Sociology of Law	
To be offered, 1975-1976	

LINGUISTICS PROGRAM

Coordinator: Associate Professor Ray S. Jackendoff

The undergraduate program in linguistics is designed to give students a foundation in the study of language. It will enable the student to coordinate an integrated program in linguistics with his chosen area of concentration. Successful completion of the program will be indicated on the student's record.

Requirements for Concentration

Required of all candidates: A total of six semester courses, four chosen from those listed in Group I below and the remaining two from either Group I or Group II.

ENG 191a or 191b normally will be taken first.

Each student in the program will be assigned an adviser.

Students may petition for changes in the above program.

Group I

ENG 191a. Introduction to Linguistics

ENG 191b. Linguistic Structure

ANTHR 102b. Anthropological Linguistics II

ENG 192a. History of the English Language

ENG 193a. Problems in Phonology

ENG 196b. Syntactic Investigations in an Unfamiliar Language

ENG 197b. Problems in Syntax

ENG 197a. Syntactic Theory

Group II

LING 98a,b. Independent Study

Independent reading and research under the direction of a faculty supervisor.

LING 99. Senior Research

This course involves the student in an independent research project under the supervision of a staff member. The student's findings are to be presented in writing and defended orally before a committee of staff members. To enroll, a student must have an honor record in Linguistics and the consent of the staff member who will serve as research supervisor.

* Not to be given in 1974-75.

ENG 188b. Linguistics and Literature
 ENG 198b. Linguistics and Music
 ANTHR 102a. Anthropological Linguistics I
 ANTHR 103b. Language, Society, and Culture
 PHIL 15a. Logic
 PHIL 157a. Philosophy of Language
 PHIL 160b. Linguistic Philosophy
 PHIL 161b. (LING 195b) Linguistics and Logic
 PSYCH 144b. Psychology of Language
 PSYCH 173b. Topics in Psycholinguistics
 RUS 112a. Theory of Language
 RUS 161b. The Structure of Modern Russian

Graduate courses may be taken with special permission of the appropriate department.

LING 98a,b. Independent Study

Independent reading and research under the direction of a faculty supervisor.

LING 99. Senior Research

This course involves the student in an independent research project under the supervision of a staff member. The student's findings are to be presented in writing and defended orally before a committee of staff members. To enroll, a student must have an honor record in Linguistics and the consent of the staff member who will serve as research supervisor.

***LING 188b. Linguistics and Literature**

LING 191a. (ENG 191a) Introduction to Linguistics *Mr. Jackendoff*

LING 191aR. (ENG 191aR) Introduction to Linguistics *Ms. Maling*

***LING 191b. Linguistic Structure**

LING 192a. (ENG 192a) History of the English Language *Ms. Maling*

LING 193a. (ENG 193a) Problems in Phonology *Ms. Maling*

LING 195b. (ENG 195b) (PHIL 161b) Linguistics and Logic *Mr. Jackendoff*

***LING 196a. Semantics**

LING 196b. (ENG 196b) Syntactic Investigations in an Unfamiliar Language
Mr. Jackendoff

***LING 197a. Syntactic Theory**

LING 197b. (ENG 197b) Problems in Syntax *Ms. Maling*

LING 198b. (ENG 198b) (MUSIC 189b) Linguistics and Music *Mr. Jackendoff*

LING 199a,b. (ENG 199a,b) Directed Research in Linguistics *Staff*

* Not to be given in 1974-75.

MATHEMATICS

Professor Jerome P. Levine, *Chairman*; Professors Maurice Auslander, Edgar H. Brown, Jr., David A. Buchsbaum⁺⁺⁺, Harold I. Levine[†], Teruhisa Matsusaka[†], Alan L. Mayer, (*Graduate Adviser*), Paul H. Monsky, Richard S. Palaist[†]; Associate Professor David I. Lieberman (*Advising Head*); Assistant Professors James A. Carlson, David Eisenbud[†], Ralph Greenberg, Stavros G. Papastavridis, Arnold K. Pizer, Charles Rockland, Gerald W. Schwarz, Mehrdad M. Shahshahani; Instructors Daniel R. Farkas, Arthur L. Goldhammer, Leslie C. Wilson.

Requirements for Concentration

For students in the classes of 1975, 1976, and 1977, there are two requirements for concentration. The first is MATH 21a and b, or MATH 22a and b. The second consists of six additional semesters of approved courses in mathematics or related fields. Courses in mathematics numbered 29 or higher are automatically approved, as are courses in mathematical physics. Those students who want to substitute other courses in such areas as computer science, linguistic structure, or mathematical economics, for some of our mathematics courses, should obtain written approval of the undergraduate advisers. Normally, these should not be more than two courses.

The six semesters of courses must include a semester of algebra (MATH 30a or b, or MATH 33); of complex variables (MATH 35b, or 45a or b); and of real variables (MATH 32, 35a, or 44); or equivalents approved by the undergraduate advisers.

For a degree with distinction, a total of six semesters of mathematics courses numbered 29 or higher is required, as well as an additional year in a cognate field. The entire program must include good performance in at least two full-year mathematics honors courses. (The catalog specifically indicates which of the undergraduate courses are honors courses; at least two of them are offered each year. In 1974-75, honors courses in algebra and analysis will be offered. The algebra course is MATH 33, the analysis is any two semesters drawn from MATH 110a, 111a, and 112aR. In 1975-76, there will be honors courses in topology and analysis. In addition, MATH 101a, b; 110a, b or 121a, b may be taken as honors courses.) Students intending to pursue graduate study are strongly urged to take a degree with distinction, and include at least one 100 level course among their selections.

Those students who plan to go on in any area involving mathematics should plan to take more than the minimum number of courses required.

Information for Freshmen

The department will recommend a particular mathematics course for each entering student. As the recommendation is mostly based on SAT scores, it is not always reliable and in case of doubt the student should feel free to consult the undergraduate adviser. A student making a score of AB 4 or 5, or BC 3, 4, or 5 on the Advanced Placement Tests will receive a year's "advanced placement credit". Such a student will ordinarily take MATH 12 or 21 in the first year. If the student feels unprepared for MATH 12 or 21, he may elect to take MATH 11a, b, or 11b alone, instead. He will then get a year of MATH 11 credit, on completing MATH 11b, but no advanced placement credit.

All mathematics courses numbered 30 or higher will presuppose a knowledge of linear algebra.

Concentrators will have covered this material in MATH 21a or 22a. Non-concentrators desiring to take upper level mathematics courses should satisfy this prerequisite

[†] On leave, 1974-75.

⁺⁺⁺ On leave, Spring Term, 1974-75.

by taking either MATH 21a (fall term) or MATH 20b (spring term); MATH 20b is also designed for students who wish to learn linear algebra without necessarily taking any other mathematics courses.

MATH 10, 11, and 12 will have an optional fourth class-hour each week devoted to the mechanical aspects of the subject. Students are strongly advised to attend.

MATH 1a. Introduction to Mathematical Concepts

An investigation of the notion of "symmetry": regular polygons and solids, concrete introduction to permutation groups, parity problems, pattern counting, applications to crystallography. Upperclassmen as well as first-year students are invited to take the course.

Mr. Farkas

MATH 8a. (formerly 18a) Introduction to Probability

Discrete probability spaces, random variables, expectation, variance, approximation by the normal curve. Does not require calculus, only high-school algebra and graphing of functions.

Mr. Monsky

MATH 10, Sec. 1. The Calculus I

Enrollment limited to 30. A standard practical introduction to calculus covering derivatives, techniques of integration, Taylor expansions and complex numbers. Should not be taken by mathematics concentrators.

Mr. Pizer

MATH 10, Sec. 2. The Calculus I

Enrollment limited to 30.

Staff

MATH 10, Sec. 3. The Calculus I

Enrollment limited to 30.

Staff

MATH 10, Sec. 4. The Calculus I

Enrollment limited to 30.

Staff

MATH 10, Sec. 5. The Calculus I

Enrollment limited to 30.

Staff

MATH 10, Sec. 6. The Calculus I

Enrollment limited to 30.

Staff

MATH 10, Sec. 7. The Calculus I

Enrollment limited to 30.

Staff

MATH 10, Sec. 8. The Calculus I

Enrollment limited to 30.

Staff

MATH 10, Sec. 9. The Calculus I

Enrollment limited to 30.

Staff

MATH 10, Sec. 10. The Calculus I

Enrollment limited to 30.

Staff

MATH 10, Sec. 11. The Calculus I

Enrollment limited to 30.

Staff

MATH 10, Sec. 12. The Calculus I

Enrollment limited to 30.

Staff

MATH 10aR. The Calculus I

The same course as MATH 10, with the first semester offered in the spring, and the second semester in the fall of 1975.

Mr. Monsky

MATH 11, Sec. 1. The Calculus I

Enrollment limited to 30. An introduction to differential and integral calculus, designed for the more mathematically oriented student. There is a balance between theory and applications. *Mr. Auslander*

MATH 11, Sec. 2. The Calculus I

Enrollment limited to 30. *Mr. Lieberman*

MATH 11, Sec. 3. The Calculus I

Enrollment limited to 30. *Mr. Mayer*

MATH 11, Sec. 4. The Calculus I

Enrollment limited to 30. *Mr. Carlson*

MATH 11, Sec. 5. The Calculus I

Enrollment limited to 30. *Staff*

MATH 11, Sec. 6. The Calculus I

Enrollment limited to 30. *Staff*

MATH 12. Introduction to Analysis I

An honors calculus course covering the material of Spivak's "Calculus" but omitting all complex analysis. The emphasis is on concepts and proofs. A prior knowledge of calculus is not necessary. *Mr. Papastavridis*

MATH 19b. (formerly 9b) Techniques of Calculus for Applications

A one-term course designed for students of the social and biological sciences who want a survey of the application of calculus to their fields. The course fulfills the same requirements that MATH 10b does, *and in particular, the pre-medical requirement.* MATH 19b may be taken as a terminal mathematics course, preparation for MATH 20a, or other courses.

A prerequisite is a knowledge of differential calculus, as given in MATH 10a, 11a, or a strong high-school course. *Mr. Carlson*

MATH 20a. The Calculus II

Sequel to MATH 10. Introduction to calculus of several variables, partial derivatives, line, multiple and surface integrals. Should not be taken by mathematics concentrators.

Prerequisite: MATH 10, 11, or 19b. *Mr. Buchsbaum*

MATH 20b. Linear Algebra

A no prerequisite linear algebra course dealing with vector spaces, linear transformations, systems of linear equations, matrices and determinants. *Mr. Brown*

MATH 21a, Sec. 1. Linear Algebra

Linear transformations and matrices, finite dimensional vector spaces, isomorphisms, change of basis, quadratic forms, linear differential equations. The course is intended for those with a serious interest in mathematics.

Prerequisite: MATH 11 or consent of instructor. *Mr. Levine*

MATH 21a, Sec. 2. Linear Algebra

Staff

MATH 21b, Sec. 1. The Calculus II

Partial differentiation, chain rule in several variables, implicit function theorem, Taylor series, multiple integrals.

Prerequisite: MATH 11 or its equivalent (including a knowledge of infinite series and power series), and MATH 21a. *Mr. J. Levine*

MATH 22a. Linear Algebra

A deeper treatment of the topics of MATH 21a which will prepare the student for the study of manifolds in MATH 22b.

Prerequisite: MATH 12 or a strong mathematical background acquired here or elsewhere. *Mr. Shahshahani*

MATH 22b. Introduction to Calculus on Manifolds

The theory of differentiation and integration of vector valued functions. Topics covered will include partial differentiation, multiple integration, elementary theory of ordinary differential equations, differential forms, integration of chains, and as time permits a discussion of calculus on manifolds and the generalized Stokes theorem.

Prerequisite: MATH 22a or consent of instructor. *Mr. Shahshahani*

MATH 30aR. Modern Algebra

A one-term introduction to rings, fields, and groups, and their applications to linear algebra, given in the spring. Emphasis is on concrete objects - polynomial rings, permutation groups, $\mathbb{Z}/n$, the Gaussian integers, etc.

Prerequisite: MATH 21a or 22a. *Mr. Wilson*

MATH 31b. Combinatorics

Not a survey course, but a detailed treatment of counting technique. The theme is the translation of the intuitive notion of a pattern into algebraic formalism. This allows one to use group theoretic, polynomial and power series techniques to solve problems in graph theory. The course will not be given unless there is an enrollment of at least five people.

Prerequisite: MATH 30aR, or the first term of MATH 33. *Mr. Farkas*

MATH 32. Differential Geometry*MATH 33. Selected Topics in Algebra**

A full year's honors course providing an introduction to groups, rings, modules, and Galois theory.

Prerequisite: MATH 30aR, 22a, or consent of instructor. *Mr. Farkas*

MATH 34a. Introduction to Topology

Introduction to point set and algebraic topology including such topics as knots, classification of surfaces, covering surfaces and homology.

Prerequisite: MATH 21a, b or 22a, b. *Mr. Goldhammer*

MATH 35a. Advanced Calculus

Subjects covered include theorems of Gauss and Stokes, metric spaces, and Fourier series.

Prerequisite: MATH 21a, b or 22a, b. *Staff*

MATH 35b. Advanced Calculus

An introduction to functions of a complex variable. Topics covered are line integrals, power series, residues, meromorphic functions, and conformal mappings.

Prerequisite: MATH 21a, b or 22a, b. *Mr. Goldhammer*

***MATH 36a or b. Probability and Statistics**

* Not to be given in 1974-75.

MATH 37b. Differential Equations

Ordinary differential equations. General nature of solutions, solutions of special classical equations, Picard existence and uniqueness theorem, linear systems, stability questions.

Prerequisite: MATH 21a, b or 22a, b.

Staff

MATH 38b. Number Theory

Selected topics from elementary and algebraic number theory.

Prerequisite: MATH 21a or 22a.

Mr. Pizer

MATH 42a or b. Algebraic Geometry**MATH 44a or b. Topics in Real Analysis*****MATH 45a or b. Topics in Complex Analysis****MATH 98a,b. Independent Study**

Staff

The following courses are appropriate both for advanced undergraduates and graduate students. In particular, the honors analysis course for undergraduates consists of two semesters drawn from MATH 110a, 111a, and 112aR.

All undergraduates who plan to take a graduate course in mathematics must arrange for an interview during registration week, and must obtain written departmental approval at that time.

MATH 101a,b. Algebra I

Groups, rings, modules. Galois theory. Affine rings and rings of algebraic numbers. Multi-linear algebra. The Wedderburn Theorem.

Mr. Monsky

MATH 110a. Geometric Analysis

The differential. The implicit and inverse function theorems, change of variable in integration. Integration of differential forms and vector fields.

Mr. Wilson

MATH 110b. Topics in Geometric Analysis

Prerequisite: MATH 110a.

Mr. Wilson

MATH 111a. Real Analysis

Hilbert and Banach spaces, Baire category, the open mapping and Hahn-Banach theorems. Lebesgue measure in $\mathbb{R}^n$, abstract integration theory, L^p , $C(X)$. Fourier series and transforms.

Mr. Mayer

MATH 112aR. Complex Analysis

Power series, Cauchy formula and basic theorems. Meromorphic functions, Mittag-Leffler and Weierstrass theorems, residue theory. Analytic continuation and conformal mappings.

Mr. Lieberman

MATH 115a. (PHIL 115a) Intermediate Logic

Mr. van Heijenoort

MATH 121a,b. Topology I

Point set topology, fundamental group, covering spaces. Simplicial complexes, elementary homology and cohomology theory with applications, cup and cap products, Poincaré duality.

Mr. Goldhammer

MATH 125b. (PHIL 121b) Foundations of Mathematics

Mr. van Heijenoort

* Not to be given in 1974-75.

MEDIEVAL STUDIES PROGRAM

Program Director: Associate Professor Angeliki E. Laiou (History)+++ *Steering Committee:* Assistant Professor Lee Stavenhagen (Germanic and Slavic Languages), *Chairman;* Professor David S. Wiesen (Classics); Assistant Professors John D. Niles (English and American Literature) and Benjamin C. I. Ravid (NEJS). *Student Adviser:* Professor Karen Wilk Klein (English and American Literature). *Faculty:* Professors Alexander Altmann (NEJS), Paul H. Brainard (Music)++, Joachim E. Gaehde (Fine Arts)++, William A. Johnson (Philosophy and History of Ideas), Nahum M. Sarna (NEJS), Leo Treitler (Music); Assistant Professors Willard E. Bohn (Romance and Comparative Literature)†, Robert M. Dankoff (NEJS), William E. Higgins (Classics), and Richard H. Lansing (Romance and Comparative Literature); Lecturer Gordon D. Newby (Mediterranean Studies).

An interdisciplinary program for students concentrating in existing departments in the University. The aim of the program is to allow students with an interest in the Middle Ages to acquire a wider knowledge of the culture of the period than is possible within existing concentrations. The transcript of participating students will show that they have completed the requirements of this program. Courses in the program are conducted both individually and jointly by members of the faculty of the Medieval Studies Program. Students may elect the Medieval Studies Program in addition to their concentration.

Requirements:

1. The core of the Program is composed of HIST 110a, b (Medieval Civilization) and the senior seminar in Medieval studies. These courses are required of those who elect the Program.
2. Students in the Program must complete the University language requirement by the middle of the junior year in one of the following: French, Italian, Spanish, German, Latin, Greek, Arabic, or Hebrew.
3. At least three other courses from the list selected in consultation with the Medieval Studies adviser. (Normally, at least two of these courses should be outside the student's field of concentration.)

Courses of Instruction

CLASS 102b. HIST 102b	Pagan and Christian Thought and Art in the Late Roman Empire	<i>Messrs. Gaehde and Higgins</i>
COLIT 187b.	Love in the Middle Ages	<i>Mr. Lansing</i>
ENG 4a.	Epic and Romance	<i>Mr. Niles</i>
ENG 121a.	Introduction to Old English	<i>Mr. Niles</i>
ENG 121b.	Beowulf	<i>Mr. Niles</i>
ENG 123a.	Chaucer	<i>Ms. Klein</i>
*FA 41a.	Art of the Middle Ages I	
FA 42b.	Art of the Middle Ages II	<i>Mr. Gaehde</i>

* Not to be given in 1974-75.

† On leave, 1974-75.

++ On leave, Fall Term, 1974-75.

+++ On leave, Spring Term, 1974-75.

FA 190b.	Advanced Studies in Medieval Art (Seminar)	Mr. Gaehde
*FRENCH 112a.	The French Middle Ages	
HIST 110a,b.	Medieval Civilization	Ms. Laiou and Medieval Program faculty members
HIST 111a.	Byzantine Civilization	Ms. Laiou
*HIST 112b.	The Crusades	
HIST 120b.	Senior Seminar in Medieval Studies	Staff
HIDEA 125a.	Major Figures of the Christian Faith	Mr. Johnson
HIDEA 195b.	Theory and Literature of Alchemy	Mr. Stavenhagen
ITAL 140a.	Dante's <i>Divine Comedy</i>	Mr. Lansing
*LATIN 150a.	Latin Literature of the Early Middle Ages	
MEDST 190a.	Seminar on the Biographies of Muhammad	Mr. Newby
MEDST 191b.	History and Sources of the Crusades	Mr. Newby
MUSIC 122b.	Medieval and Renaissance Periods	Mr. Brainard
NEJS 68a.	History of the Jews from the Maccabees to the Spanish Expulsion	Mr. Ravid
NEJS 100a.	History of Medieval Arabic Culture	Mr. Newby
NEJS 103a.	Introduction to Islamic Civilization and Institutions	Mr. Dankoff
NEJS 103b.	Introduction to Islamic Civilization and Institutions	Mr. Dankoff
NEJS 133a.	Medieval Jewish Philosophy: The Early Phase (Kalam)	Mr. Altmann
NEJS 140.	The Jews in Europe in 1700	Mr. Ravid
NEJS 265.	Topics in Medieval Jewish History	Mr. Ravid
PHIL 52a.	Philosophy of Religion	Mr. Johnson

MEDITERRANEAN STUDIES

Professor Louis V. Žabkar, *Chairman*; Assistant Professor Ian A. Todd; Lecturer Gordon D. Newby (*Advising Head*); Instructor Martha A. Morrison.

Requirements for Concentration

A. Required of all candidates: Four full-year courses within the department as approved by the advising head.

Undergraduates majoring in Mediterranean Studies can also pursue directed programs on an interdepartmental basis.

b. Candidates for distinction must, in addition, write an honors paper in the senior year (under MEDST 99).

* Not to be given in 1974-75.

MEDST 98. Directed Readings

Staff

MEDST 99. Senior Honors Research

Concentrators will be guided by their major professor in writing their honors paper. *Staff*

***MEDST 101. History of Egyptian Civilization**

MEDST 108b. (UC 74f) The Concept of Man in the Ancient Near East

An examination of how the peoples of ancient Near Eastern civilizations reflected upon man, and how they expressed their thoughts about him. *Staff and NEJS*

***MEDST 109a. Political and Cultural History of Mesopotamia.**

***MEDST 111. The Archaeology of Syria-Palestine**

MEDST 112. (ANTHR 128) The Archaeology of the Aegean and the Near East

An introductory survey of the archaeology of the Aegean, Anatolia, Syria-Palestine, Mesopotamia and Egypt from the earliest periods to the end of the Late Bronze Age. *Mr. Todd*

***MEDST 113. History of the Ancient Near East**

***MEDST 115. The Archaeology of Anatolia**

MEDST 116. The Archaeology of Cyprus

An examination of archaeological sites and material from the earliest period to the Iron Age. *Mr. Todd*

***MEDST 117. The Archaeology of Mesopotamia and Iran**

***MEDST 118. Archaeological Techniques Seminar**

MEDST 119a. (ANTHR 129a) The Neolithic Period in Anatolia

A detailed discussion of Turkish Neolithic sites and material in relation to other areas of the Near East.

Prerequisite: One of the following courses: MEDST 110, 111, 112, 113, 116 or 117, or by permission of instructor. *Mr. Todd*

MEDST 119b. The Archaeology of the Aegean

A survey of archaeological sites and material of mainland Greece, Crete and the Cyclades from the Aceramic Neolithic through the Late Bronze Age. *Mr. Todd*

MEDST 125. (NEJS 101) Beginning Classical Arabic

A first course in classical Arabic covering the essentials of grammar, reading, pronunciation, translation and composition. *Mr. Newby*

MEDST 126. (NEJS 102) Intermediate Arabic

Mr. Dankoff

MEDST 130. Elementary Akkadian

Intensive study of Akkadian based on the grammars of Ungnad and von Soden. Readings in the Code of Hammurabi and related material. *Ms. Morrison*

***MEDST 136. Hittite**

MEDST 138. Ugaritic

Ugaritic grammar and poetic texts will be studied with frequent reference to Hebrew and Akkadian literatures. *Ms. Morrison*

* Not to be given in 1974-75.

MEDST 140. Elementary Egyptian

A study of Middle Egyptian based on Gardiner's grammar. The principal texts to be read are those included in Blackman's *Middle Egyptian Stories* and de Buck's *Readingbook*. In the second semester some Middle Egyptian hieratic is read.

Mr. Zabkar

***MEDST 162b. History of Meroitic Civilization**

***MEDST 170a. (NEJS 104a) Early Arabic Culture**

MEDST 171bR. (NEJS 100a) History of Medieval Arabic Culture

A history of the Arabs from the Abbasid caliphate to the fall of Constantinople. Emphasis on Crusades, Muslim Spain, Arabian Nights, Interaction with West.

Mr. Newby

MEDST 177b. (ANTHR 177b) Seminar: Archaeological Method and Theory

Mr. Cowgill

MEDST 185a. (ANTHR 185a) Mathematical and Computer Methods in Archaeology.

Mr. Cowgill

MEDST 190a. Seminar on the Biographies of Muhammad

Seminar on the sources, style and development of the *Sirah*, the biographical writings about Muhammad.

Prerequisite: Reading knowledge of Arabic.

Mr. Newby

MEDST 191b. History and Sources of the Crusades

Seminar in the Crusades primarily through Arabic sources.

Prerequisite: Reading knowledge of Arabic.

Mr. Newby

MUSIC

Professor Robert L. Koff, *Chairman and Advising Head*; Professors Arthur Berger, Paul H. Brainard⁺⁺, Harold S. Shapero, Seymour J. Shifrin, Leo Treitler; Associate Professors Martin Boykan, Caldwell Titcomb; Assistant Professors Louis S. Bagger, Edward Cohen[†], Joshua Rifkin, David Rosen; Lecturers David J. Boros, James D. Olesen; Consultants John Gibbons, Maynard Goldman, Fred Goldstein, Elfrieda F. Hiebert.

The program of concentration aims to provide an awareness of the systematic basis of music and its history, skill in the use of theoretical and compositional tools, and a close acquaintance with representative musical literature.

Before admission to concentration, candidates will normally pass MUSIC 61 during their freshman year, with a satisfactory grade, and must demonstrate competence at the keyboard, in sight reading, and in aural perception. Instruction under the basic piano program is offered during the sophomore and junior years for those who are deficient at the keyboard. The required proficiency must normally be demonstrated by the end of the junior year. No fee is charged for this instruction and no credit is granted.

* Not to be given in 1974-75.

† On leave, 1974-75.

†† On leave, Fall Term, 1974-75.

Requirements for Concentration

A. The program of concentration will normally include the following: (1) three years of music theory (MUSIC 61, 162, 163); (2) at least one year of music history (MUSIC 101; other music history courses may be substituted); (3) at least one semester of the senior tutorial (MUSIC 197a or b); and (4) as many additional courses in music as needed to complete the total of 12 semesters, excluding only courses numbered below 60 and MUSIC B, C, E, and M.

Alternate programs: At any time prior to the completion of the junior year, the student may, in consultation with his or her adviser, submit an alternate proposal for the completion of his or her concentration. Such proposals will be considered by the department on the basis of their coherence and appropriateness to specific goals. They must in any case include the first two years of theory (or the equivalent). The balance of the program may be constituted as described under (4) above, but may also include a maximum of two semester courses in other departments; these must be justified in terms of the projected program of study.

B. All concentrators in music are also expected to participate regularly in the Chorus or Ensemble Workshop, and Music Colloquium.

C. Additional requirement for candidates for degrees with distinction: To be eligible for honors in music at graduation candidates must demonstrate superior ability through their over-all record, and a capacity for independent thought beyond the limits of their course program.

Primarily for Undergraduates

MUSIC 1a. Introduction to Music

A general introduction to the materials and forms of music, and a study of musical literature. Two lectures and one section meeting weekly, with training in analytical listening, based on selected listening assignments. *Open to non-concentrators who are assumed to have little or no previous knowledge of music.* Mr. Rosen

*MUSIC 1b. Introduction to Non-Western Music

MUSIC 5a. Sec. 1. Fundamentals of Music—Part I

Elementary theory for the general student with little or no musical background; notation, scales and melody construction, with stylistic analysis in selected areas of music in which melodic structure plays a predominant role. Mr. Boros

MUSIC 5a. Sec. 2. Fundamentals of Music—Part I

Mr. Rosen

MUSIC 5b. Fundamentals of Music—Part II

Basic musicianship, including elementary harmony and counterpoint.

Prerequisite: MUSIC 5a or its equivalent. Limited enrollment.

Mr. Rosen

MUSIC 31a. (AAAS 104a) Black Life Styles through Music

Instructor to be Announced

MUSIC 31b. (AAAS 105b) The Music of Black Americans

Instructor to be Announced

MUSIC 34a. The Literature of Chamber Music: Baroque and Classical

Representative compositions will be studied with emphasis on historical style, musical structure and performance mannerisms. An ability to read musical scores will be helpful but not essential.

Prerequisite: MUSIC 1a or permission of the instructor.

Mr. Koff

* Not to be given in 1974-75.

***MUSIC 35a. The Literature of Chamber Music: Romantic and Modern**

Prerequisite: MUSIC 1a or permission of instructor.

***MUSIC 37b. The Symphony**

Prerequisite: MUSIC 1a or permission of instructor.

***MUSIC 38b. The Opera**

MUSIC 39b. The Literature of Orchestally Accompanied Choral Music from the Baroque to the Present

A survey of the mass, oratorio, motet, choral cantata and similar *genres* from Monteverdi through Stravinsky. Composers might include Monteverdi, Carissimi, Schutz, Bach, Handel, Charpentier, Haydn, Mozart, Beethoven, Schubert, Rossini, Berlioz, Bruckner; Verdi, Stravinsky, Webern and others.

Prerequisite: MUSIC 1a or permission of instructor.

Mr. Bagger

***MUSIC 43a. Bach and His Sons**

Prerequisite: MUSIC 1a or permission of instructor.

MUSIC 45a. Beethoven

A study of the man and his works, dealing primarily with a substantial selection of solo, ensemble and orchestral pieces by the central figure in Western music.

Prerequisite: MUSIC 1a or permission of instructor.

Mr. Titcomb

***MUSIC 48a. Brahms and Mahler**

Prerequisite: MUSIC 1a or permission of instructor.

MUSIC 59b. (FA 59b) Music and Visual Arts in Italy ca. 1580 to 1645

The rise of the baroque style in music, painting, sculpture, and architecture.

Prerequisite: MUSIC 1a or 5a, or permission of Mr. Rifkin, and one semester course in art history. Limited enrollment.

*Mr. Rifkin—Music
Mr. Berger—Fine Arts*

***MUSIC 60a. Freshman Seminar—Basic Musicianship**

Prerequisite: A background in theory and proficiency on an instrument is required. Enrollment limited to freshmen.

MUSIC 61. Sec. 1. Theory I

Elementary harmony and counterpoint. The tonal system; scales, intervals, triads, seventh chords. Strict counterpoint in five species. Three class meetings and three hours of laboratory work (keyboard harmony, ear-training, analysis). Students intending to concentrate in music should pass this course with a satisfactory grade in the freshman year unless they have equivalent preparation. In no case may a student take the course later than the sophomore year.

Prerequisite: Permission of instructor. Limited enrollment.

Labs

Mr. Olesen

MUSIC 61. Sec. 2. Theory I

Labs

Mr. Boros

MUSIC 97c. Directed Independent Study

Individual, faculty-supervised projects in areas of special interest to music concentrators. Projects may encompass work in musical composition, theoretical studies, musicological practice, and performing disciplines. Normally open only to music concentrators in their junior and senior years, the course may be taken

* Not to be given in 1974-75.

twice for credit if no undue duplication of content is involved. Maximum total credit: 8 semester hours.

Prerequisite: Approval of student's adviser and the faculty member directing the project. Staff

MUSIC 98a,b. Readings in Music History and Theory

Open to qualified undergraduates.

Staff

MUSIC 99. Senior Research

Independent study under faculty supervision. A student whose grade point average in music is 3.0 or above may petition at the end of the junior year for permission to enter this course. Staff

MUSIC 101. History of Music

A survey of Western art music. Examination of representative works in a historical and analytical context.

Prerequisite: MUSIC 61. Normally to be taken in the sophomore year.

Messrs. Treitler, Fall Term, and Rosen, Spring Term

MUSIC 122b. Medieval and Renaissance Periods

Selected topics in the history of music to ca. 1600.

Prerequisite: MUSIC 101

For concentrators in music. Open to advanced non-concentrators with permission of instructor. Mr. Brainard

***MUSIC 123b. Baroque and Pre-Classical Periods**

Prerequisite: MUSIC 101

For concentrators in music. Open to advanced non-concentrators with permission of instructor.

MUSIC 125a. Classical and Romantic Periods

Selected topics in the history of music, ca. 1770-1900.

Prerequisite: MUSIC 101.

For concentrators in music. Open to advanced non-concentrators with permission of instructor. Mr. Bagger

***MUSIC 128a. Twentieth Century**

Prerequisite: Music 101

For concentrators in music. Open to advanced non-concentrators with permission of instructor.

MUSIC 134c. Studies in the Analysis and Performance of Chamber Music

Discussion of advanced problems in performance and interpretation. Written work will include papers on selected topics. Two hours a week. In addition, required laboratory sessions include participation in MUSIC E for which no additional credit is given.

Prerequisite: Advanced instrumental proficiency and permission of the instructor.

Mr. Koff and Staff

MUSIC 162. Sec. 1. Theory II

Intermediate harmony and counterpoint. Secondary sevenths, ninths, altered chords. Tonal counterpoint. Laboratory three hours per week: keyboard harmony, ear-training, analysis.

Labs

Mr. Bagger

* Not to be given in 1974-75.

MUSIC 162. Sec. 2. Theory II

Labs

Mr. Boros

MUSIC 163. Sec. 1. Theory III

Advanced harmony and counterpoint. Chromatic harmony. Modal counterpoint. Introduction to twentieth century materials. Laboratory three hours per week: keyboard harmony, ear-training, analysis.

Labs

Mr. Boykan

MUSIC 163. Sec. 2. Theory III

Labs

Mr. Shifrin

MUSIC B. Basic Piano

Instruction for concentrators deficient at the keyboard.

No fee. No credit.

Ms. Hiebert

MUSIC C. Chorus

The Brandeis University Chorus is open to all undergraduate, graduate, and faculty members of the Brandeis community. Its purpose is to perform in concert the great literature chosen from the sixteenth to the twentieth centuries, including works to be performed with the Brandeis Symphony Orchestra. Four hours per week.

Mr. Olesen

MUSIC E. Ensemble and Orchestra

Open to qualified instrumentalists interested in the performance of chamber and orchestral music. Although this is an independent activity it also serves as a laboratory for MUSIC 134c. Members of this group will join with the Chorus from time to time in the performance of larger scale works.

Requirements for admission: An audition before the supervisor of performing activities and his staff.

Mr. Koff and Staff

MUSIC M. Advanced Instrumental and Vocal Instruction

For music concentrators only. Limited grants in aid for private study will be allocated on a competitive basis to concentrators who, in an audition before a faculty panel, exhibit unusual talent in performance, and who demonstrate financial need.

No credit

Staff

For Undergraduates and Graduates

MUSIC 165b. Elementary Orchestration

The instruments of the orchestra: their construction, ranges, and playing techniques, with a consideration of their use by major composers; the methods of writing effectively for present-day instruments, individually and in combination; the mechanics of reading and writing a score. Written exercises, analysis of scores, study of recorded performances, and live demonstrations.

Prerequisite: MUSIC 61. MUSIC 162 or 163 is also recommended.

Mr. Titcomb

***MUSIC 168a. Renaissance and Baroque Keyboard Music**

Prerequisite: MUSIC 162 or its equivalent, or permission of instructor.

MUSIC 171a. (THA 171a) History of Music and Drama Criticism

This seminar will deal with the various approaches, theoretical and practical, to the challenging task of writing about the two most important of the performing

* Not to be given in 1974-75.

arts. The journalism of representative critics, past and present, will be discussed; the students will gain practical experience through the regular writing of play or concert reviews at the newspaper and superior-magazine level.

Prerequisite: Familiarity with music or theater.

Mr. Titcomb

MUSIC 180b. (ANTHR 153b) Ethnomusicology

An introduction to the music of nonliterate peoples; to folk music, including that of the American Negro; and to the music of non-Western high cultures, with particular emphasis on India and Japan.

Prerequisite: MUSIC 61 (or the equivalent) or a course in anthropology.

Mr. Titcomb

MUSIC 189b. (ENG 198b) (LING 198b) Linguistics and Music Theory

An approach to music theory based on Chomsky's approach to linguistic theory. The course will attempt to develop a notion of a musical generative grammar and discuss its implications for musical analysis, criticism, and composition.

Prerequisite: The course is designed for graduate students and undergraduates with some sophistication in music theory, but not necessarily with any previous exposure to linguistics. *Limited enrollment.*

Mr. Jackendoff

MUSIC 194b. Problems in Cultural Historiography

Readings and discussions concerning the conceptual foundations of historical study in the arts: the relation between history and criticism; the history and function of style-period concepts; evolutionary and developmental theories; modes of explanation in cultural history.

Prerequisite: Permission of instructor.

Mr. Treitler

MUSIC 197aR. Tutorial in Music History and Literature

Guided reading and research in the history and literature of music

Mr. Boros

MUSIC 197bR. Tutorial in Musical Analysis

Basic analytical problems of the music of the twentieth century, approached through detailed study of a few representative works.

Mr. Berger

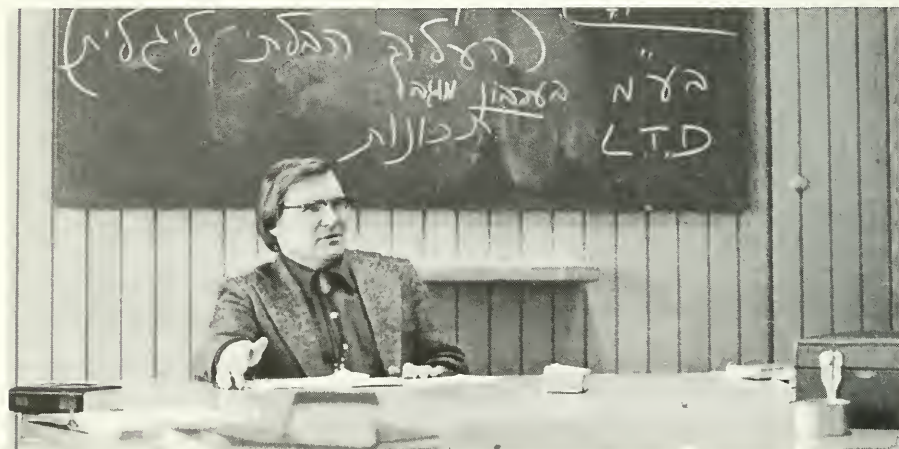
MUSIC COLLOQUIUM

Discussions of special topics led by the faculty and occasional guests. Some of the sessions will include performances of new works. Required of graduate students and concentrators in music.

No credit.

Staff and Visiting Lecturers

See Graduate School catalog for courses numbered 200 and above.



NEAR EASTERN AND JUDAIC STUDIES

Professor Nahum M. Sarna, *Chairman*; Professors Alexander Altmann, Naftali C. Brandwein, Marvin Fox, Nahum N. Glatzer (*Emeritus*), Jonas C. Greenfield (*Visiting*), Benjamin Halpern, Marshall Sklare, Dwight W. Young; Associate Professors Michael Fishbane†, Leon A. Jick; Assistant Professors Robert M. Dankoff, (*Advising Head*); Ariella D. Goldberg, Benjamin C. I. Ravid, Bernard Reisman, Saul P. Wachs; Lecturer Joshua Rothenberg.

Requirements for Concentration

Students will prepare his or her plan of study with his or her faculty adviser. Students must take four and one-half courses beyond the level of HEB 6.

A. Required of all Undergraduate Candidates

1. HEB 1, 2, 6. (or its equivalent; i.e. any course in which the basic texts are in Hebrew).
2. One semester course in Biblical Studies.
3. One semester course in Jewish History, ancient, medieval, or modern.
4. One semester course in Jewish Philosophy, Mysticism, or Ethics, classical or modern.
5. One semester course in modern Hebrew literature, prose or poetry.

B. Elective Courses: Select two and one-half year (or five semester) courses in the NEJS program to fill out the requirement of four and one-half courses. Concentrators who take Arabic may be exempt from the equivalent courses in Hebrew Language and Literature by special permission of the department.

C. Additional requirement for candidates for degrees with distinction: NEJS 99.

D. Courses taken in the Hiatt Institute may be credited toward fulfilling elective requirements (by permission).

E. A maximum of 30 credits (24 for course work and six for Hebrew language) may be earned at The Hebrew University of Jerusalem.

F. NEJS concentrators who have a weak background in Judaism will find Hillel study groups of great value (although non-credit).

Evaluation of Transfer Credits

1. An Advanced Placement equivalency examination in Hebrew language is administered by NEJS for the benefit of freshmen at the beginning of the academic year. Freshmen are thereby enabled to obtain credit for Hebrew on the same basis as exists for other languages.

2. All students are referred to the Registrar's office for information concerning transfer credits.

3. NEJS normally accepts transfer credits toward concentration requirements on the basis of a valid transcript from a recognized university in Israel. Credits are evaluated as follows:

† On leave, 1974-75.

(a) *trimester system*

No. Class Hours Per Week	No. of Trimesters	Credit Value
2 or 3	1	0
4	1	4
2	2	4
3 or 4	2	6
3 or 4	3	8

(b) *semester system*

Four credits for each three hours per week semester course, or for a two semester two hours per week course. No credit can be given for a semester course of less than three hours per week.

In each case, a minimum passing grade of 57 is required for credit.

Separate credit for Ulpan courses cannot be given, but students may take a non-credit placement exam.

HEB 1AA. Intensive Introductory Hebrew

Fundamentals of grammar, acquisition of vocabulary and developing ability in oral and written expression. This section (only) will meet six hours per week, consisting of three hours of class, two hours of drill, and one hour lab work. (Double credit.)
Mr. Noy and Ms. Ginsburg

HEB 1, Sec. 1. Introductory Hebrew

Fundamentals of grammar, acquisition of vocabulary, brief compositions and reading of simple modern text. All students will be required to take one hour of laboratory drill and exercises in addition to the three hours of class (without additional credit).
Ms. Kaplan

HEB 1, Sec. 2. Introductory Hebrew

Mr. Noy

HEB 2BB. Intensive Intermediate Hebrew

Instructor to be Announced

HEB 2, Sec. 1. Intermediate Hebrew

Continuation of training in grammar, reading skills, composition and oral Hebrew. All students will be required to take two additional non-credit laboratory hours per week.

Prerequisite: HEB 1 or its equivalent (determined by examination). *Mr. Matt*

HEB 2, Sec. 2. Intermediate Hebrew

Ms. Temkin

HEB 2, Sec. 3. Intermediate Hebrew

Mr. Noy

HEB 3, Sec. 1. Accelerated Second Year Hebrew

An intensive course for students whose placement score or performance in HEB 1 indicates an advanced preparation. Composition and conversation will be stressed. The language of instruction is Hebrew.

Prerequisite: Permission of the instructor. *Mr. Weinstein*

HEB 3, Sec. 2. Accelerated Second Year Hebrew

Mr. Rotstein

HEB 3, Sec. 3. Accelerated Second Year Hebrew

Instructor to be Announced

HEB 6, Sec. 1. Introduction to Hebrew Literature

Excerpts from Hebrew literature from the Bible through contemporary Israeli prose and poetry will be read and analyzed from both the literary and linguistic

points of view. Review drills in grammar and syntax will be assigned. The language of instruction is Hebrew. *Prerequisite:* Grade A in HEB 2, or HEB 3, or its equivalent. *Ms. Goldberg*

HEB 6, Sec. 2. Introduction to Hebrew Literature

Mr. Weinstein

HEB 6, Sec. 3. Introduction to Hebrew Literature

Instructor to be Announced

HEB 6, Sec. 4. Introduction to Hebrew Literature

Instructor to be Announced

HEB 106. Advanced Hebrew Conversation, Composition and Stylistics

Will concentrate on developing skills in oral and written expression. Modern texts, such as current journals, articles and newspaper editorials will be read as tools in achieving conversational fluency. In addition, weekly compositions will be required, to polish written style.

Prerequisite: HEB 6 or instructor's consent. (Language of instruction—Hebrew).

Ms. Goldberg

NEJS 13b. Literature of the Bible

An intensive study of the Book of Genesis and related Near Eastern literature. Intended primarily for freshmen. No language prerequisite.

Mr. Sarna

NEJS H 16a. History of Biblical Israel

Mr. Stieglitz

NEJS H 20a. Modern Jewish History

Mr. Flohr

NEJS 21. (CJS 21) (Y 1) Introductory Yiddish

A full-year course and may not be dropped with credit at midyear. *Mr. Rothenberg*

NEJS 24. (CJS 24) (Y 2) Intermediate Yiddish

Readings in Yiddish Literature. Conversation, composition, and grammar.

Prerequisite: Y 1 or permission of instructor. (A full-year course, may not be dropped with credit at midyear.)

Instructor to be Announced

NEJS 25. (CJS 25) (Y 10) Readings in Yiddish Literature

The aims of the course are to acquaint the student with the writings of several outstanding authors and to increase his proficiency in reading, comprehension and analysis.

Prerequisite: Y 2 or its equivalent.

Mr. Rothenberg

NEJS 50a. Jewish Legal Concepts and Values

The course will devote itself to an examination of the theoretical background of Jewish law, the process of its codification, and the way in which the law is formed with respect to certain basic areas of human experience and concern. Among the topics to be discussed will be: Law and Morality; Law and Economics; Law and Society; Law and the Modern State; Law and Resistance to Tyranny; Self-Incrimination in Jewish Law. (See Legal Studies)

Mr. Fox

NEJS 53b. Introduction to Talmudic Literature

The aim of this course is to introduce students to rabbinic literature. Texts will be read with special attention to language, content and Talmudic idiom and dialectic. At the same time, note will be taken of Talmudic history.

Prerequisite: HEB 6 or its equivalent.

Instructor to be Announced

NEJS 65b. The History of Zionism

The rise and development of the Zionist idea, Zionist parties, Zionist politics, and Zionist diplomacy in relation to Jewish history and international affairs from 1880 to 1950. Zionism today.

Mr. Halpern

NEJS 68a. History of the Jews from the Maccabees to the Spanish Expulsion

An introduction to the history of the Jewish people in the context of general world history. Emphasis will be paid to areas of major Jewish settlement. *Mr. Ravid*

NEJS 68b. History of the Jews from the Spanish Expulsion to the Present

Continuation of NEJS 68a. (Recommended Prerequisite: NEJS 68a) *Mr. Ravid*

NEJS 90. Bible Readings in Hebrew

An historical, literary and textual analysis of the Books of Samuel. Language of instruction: Hebrew.

Prerequisite: Undergraduates, by permission of instructor. *Ms. Goldberg*

NEJS 98a,b. Independent Study

Staff

NEJS 99. Senior Research

Staff

For Undergraduate and Graduate Students

NEJS 100a. (MEDST 171bR) History of Medieval Arabic Culture

A history of the Arabs from the Abbasid caliphate to the fall of Constantinople. Emphasis on Crusades, Muslim Spain, Arabian Nights, Interaction with West.

Mr. Newby

NEJS 101. (MEDST 125) Beginning Classical Arabic

A first course in Classical Arabic covering the essentials of grammar, reading, pronunciation, translation and composition.

Mr. Newby

NEJS 102. (MEDST 126) Intermediate Arabic

Study of advanced grammatical and syntactical forms. Reading of related classical and modern texts. Drills in pronunciation and composition.

Prerequisite: NEJS 101 or its equivalent. *Mr. Dankoff*

NEJS 103a. Introduction to Islamic Civilization and Institutions

Islam as a religion and a way of life. This course will examine systematically the following topics: the message (Koran) and the messenger (Muhammad); the straight path (Sunnah) and the divergent path (Shia); Islamic law, theology, and mysticism; popular Islam; Islamic modernism.

Mr. Dankoff

NEJS 103b. Introduction to Islamic Civilization and Institutions

Dynastic and governing institutions of the Islamic Near East. This course will examine the classical political tradition of the Near East, beginning with the pre-Islamic Sassanian and late Roman imperial systems, and the absorption and modification of this tradition by Islam: with special attention to the Umayyad and Abbasid caliphates, and the Seljuk, Mamluk, and Ottoman sultanates. *Mr. Dankoff*

NEJS 104b. Aramaic Dialectology

A study of the Aramaic portions of the Bible, and the contemporary Aramaic documents from Egypt with emphasis on grammar, and comparative and historical considerations.

Mr. Greenfield

NEJS 108b. Comparative Grammar of Semitic Languages

A study of phonology and morphology, utilizing pertinent Egyptian data, with special reference to problems in Biblical Hebrew.

Mr. Young

NEJS 110a. Problems in Biblical History

An intensive examination of crucial periods in the history of ancient Israel. Extra-biblical materials will be correlated with selected classical Hebrew texts.

Prerequisite: A reading knowledge of Hebrew. *Mr. Young*

NEJS 113a. Targum

A study of selections from Targumic Literature including the newly discovered Palestinian materials. Critical study of the sources and their place among early Bible versions and exegesis. *Mr. Greenfield*

NEJS 115a. (CJS 115a) Biblical Literature of the Early Post-Exilic Period

The prophetic and historiographic literature of the period will be examined in the light of the historical background and social and religious conditions.

Prerequisite: Fluency in Biblical Hebrew.

Mr. Sarna

NEJS 117b. The Problem of Evil in Jewish Philosophy

A systematic analysis of the main treatments of the problem of evil beginning with Philo and moving through the main figures in the history of Jewish Philosophy. Emphasis will be placed on the study of how the problem arises and is defined in each case, how the solution is proposed in a way that seems to the philosopher to be philosophically and religiously sound, and how the solution stands up under independent critical study.

Mr. Fox

NEJS 123bR. (CJS 123bR) Classical Biblical Commentaries

Selected texts from the French and Spanish school of Jewish Commentators on the Prophets and Hagiographa.

Mr. Altmann

NEJS 125b. (CJS 125b) Selected Texts from *Genesis Rabba*

A study of the earliest documents of Midrashic speculation on cosmological and kindred problems. Tracing of Hellenistic, especially Gnostic sources. *Mr. Altmann*

NEJS 133a. (CJS 133a) (PHIL 107a) Medieval Jewish Philosophy: The Early Phase (Kalam)

Mr. Altmann

NEJS 133b. (HIDEA 137b) Yahuda Ha Levi's *Sefer HaKuzari*

Analysis of selected passages in the new Hebrew translation.

Mr. Altmann

NEJS 139a,b. (CJS 139a,b) Modern Hebrew Literature: The Jew and his Realia

An analytical study in the development of themes, motifs, milieu, ideas and structure in modern Hebrew prose and poetry, with emphasis on the Jew and his Realia as reflected in this literature. The course will be based on the short stories of I. D. Berkovitz, S. Y. Agnon and others in prose; and on D. Shimony, A. Gilboa and others in poetry.

Prerequisite: HEB 10 or its equivalent. May be taken as a one semester course (a or b) or as a full year course.

Mr. Brandwein

NEJS 140. (CJS 140) The Jews in Europe to 1700

An examination of the phenomenon of Jewish survival in the European diaspora. Attention will be paid to the Jewish religious tradition and cultural expression, the structure of the Jewish community, the attitude of the church and the state towards the Jew, and the role of the Jew in the economy.

Mr. Ravid

NEJS 145b. (CJS 145b) The Origins of Near Eastern Nationalism

The impact of Western models upon Egypt and Turkey and the background of Arab nationalism from 1800 to 1920.

Mr. Halpern

NEJS 160a. (CJS 160a) The American Jewish Experience 1654-1885

A survey of American Jewish history from the earliest settlement to the consolidation by the nineteenth century German Jewish immigrants of their social, economic and ideological patterns.

Mr. Jick

NEJS 160b. (CJS 160b) The Emergence of the American Jewish Pattern, 1880 to the Present

The impact of mass immigration from Eastern Europe beginning in the 1880's. The emergence of the institutions, ideologies, life styles, and cultural norms which constitute the American Jewish pattern. *Mr. Jick*

NEJS 161a. (CJS 161a) (SOC 118a) American Jewish Life and Institutions

A survey of the contemporary community and the diverse forms of Jewish identification which characterize American Jewish life. Reform, Conservative and Orthodox Judaism; problems of Jewish family life including inter-marriage; problems of relationship to the general society and to other ethnic groups. Primarily for undergraduates. *Mr. Sklare*

NEJS 163a. (CJS 163a) The Sociology of the American Jew

The individual, the in-group, and the majority society; minority group personality development; the Jewish family; patterns of self-segregation, acculturation, and assimilation; religion in American society and in the life of the individual Jew. Primarily for graduate students. *Mr. Sklare*

NEJS 164b. (CJS 164b) (SOC 118b) The Sociology of the American Jewish Community

The role of the subcommunity in American society; Jewish communal services in medieval and modern times; contemporary American Jewish communal forms; religion, community relations, overseas aid, social welfare, and relationships with Israel. *Mr. Sklare*

NEJS 166a. (CJS 166a) Modern Jewish Intellectual History to 1870

Jewish ideologies and movements until the rise of political anti-Semitism. *Mr. Halpern*

***NEJS 168a. (CJS 168a) The Culture of East European Jewry**

NEJS 169a. (CJS 169a) The Destruction of European Jewry

The function of anti-Semitism in the comparative history and politics of Nazism; the Holocaust organization and the victims' responses; Allied policies and Western reactions; post-war punishment and reparations. Inter-disciplinary approaches to historical sociology and legal philosophy will be applied. Lectures, discussions and colloquia. *Mr. Halpern*

NEJS 171b. (CJS 171b) (Y 171b) Trends and Values in Yiddish Literature

A study (in English) of the major lines of development from the folk literature of the sixteenth century to the contemporary short story, novel, essay and poem. *Instructor to be Announced*

NEJS 173b. (CJS 173b) (Y 173b) Seminar in Yiddish Literature: Contemporary Poetry

Among the poets whose work will be studied are Glatstein, Grade, Manger, J. L. Segal, Sutzkever and Zeitlin. *Instructor to be Announced*

* Not to be given in 1974-75.

PHILOSOPHY AND HISTORY OF IDEAS

Professor Peter Diamandopoulos, *Chairman and Advising Head*; Professors Henry D. Aiken, Alexander Altmann, William A. Johnson, George A. Kelly†, Frederic T. Sommers, John van Heijenoort, Morris Weitz; Associate Professors Robert S. Greenberg, Ray S. Jackendoff; Assistant Professor Gerald N. Izenberg; Lecturers Richard M. Burian, Igal Kvart.

Requirements for Concentration

A. Required of all candidates: eight semester courses in philosophy of which five must be in the following areas: (1) Logic (one semester): PHIL 15a or 115a; (2) Ethics, Social-Political Philosophy (one semester): PHIL 17a, 40b, 116b, 117b, 142a, 145b, 151a; (3) History of Philosophy (three semesters) consisting of (a) Ancient and Medieval (one semester): PHIL 11a, 105a, 105b, 107b; (b) Modern (one semester): PHIL 11b, 143a, 143b, 167a; (c) Recent Contemporary (one semester): PHIL 116b, 117b, 132a, 133a, 133b, 134a, 147a, 150a. Three semester courses will be electives; one of these must be systematic-analytic in character (e.g., PHIL 117b, 119a, 133b, 140b, 152b, 156b, 157a, 158a). PHIL 1a, 1b or 2b may count for one semester of the required eight.

B. Additional requirement for candidates for degrees with distinction: PHIL 99.

C. It is advised, but not required, that prospective concentrators take PHIL 1 in their freshman or sophomore year.

PHILOSOPHY

PHIL 1a, Sec. 1. Introduction to Philosophy: Problems of Philosophy

A general course presenting the problems of philosophy, especially in the areas of metaphysics, epistemology, ethics, and social and political philosophy. Problems in other areas, including aesthetics and philosophy of religion may also be discussed. Discussion will focus on the treatment these problems have received in the history of philosophy. The texts will include works of selected philosophers of various historical periods from antiquity to the present. Philosophical doctrines will be applied to contemporary problems.

Required of all concentrators. Open to all students.

Mr. Diamandopoulos

PHIL 1a, Sec. 2. Introduction to Philosophy: Problems of Philosophy

See description of PHIL 1, Section 1. Limited enrollment.

By permission of instructor.

Mr. Greenberg

PHIL 1b. Introduction to Philosophy: Problems of Philosophy

PHIL 1a is *not* a prerequisite for this course.

Mr. Diamandopoulos

PHIL 2b. Problems of Philosophy: A Non-Historical Approach

An investigation of some main problems in philosophy and an assessment of some possible solutions. A contemporary, non-historical approach will prevail, although there will be reference to traditional philosophical positions. The problems include: knowledge and skepticism, freedom and determinism, objectivity and relativity in values, the existence of God, and thought, language and reality. Readings will include a text and journal articles. An introductory course.

Enrollment open to all, but limited to 25 students.

Mr. Greenberg

*PHIL 7a. Freshman Seminar: Search for the Infallible Method

* Not to be given in 1974-75.

† On Leave, 1974-75.

PHIL 11a. History of Ancient Philosophy

A critical review and discussion of selected texts from the pre-Socratics, Plato, and Aristotle. *Mr. Weitz*

PHIL 11b. History of Modern Philosophy

A critical review and discussion of selected texts from Descartes, Locke, Berkeley, Hume, Leibniz, and Kant. *Mr. Kvart*

PHIL 13a. Philosophy and the Arts

An examination of several leading theories of art, beauty and aesthetic judgment and a review of recurring problems such as the form of a work of art, communication in art, and meaning in esthetic judgment. *Mr. Aiken*

PHIL 15a. Logic

Deductive and inductive argument, with emphasis on validity, fallacies, and scientific reasoning. *Mr. Sommers*

***PHIL 17a. Introduction to Ethics**

PHIL 20b. (UC 73f) On Being A Person: Problems and Prospects

An experimental study of the concept of "being-a-person." Extensive discussions of literary works alluding to the problematic nature of this ideal and its practical importance are held. The course reviews various inquiries into the history, psychology, politics, ethics and esthetics of becoming a person. It is argued throughout the course that by acquiring rational insights into the significance of this notion, something of personal consequence could be accomplished.

Mr. Diamandopoulos

***PHIL 40b. The Conflict of Ideologies in Western Civilization**

PHIL 52a. Philosophy of Religion

An introduction to the kinds of intellectual problems with which the religiously committed must deal: the problem of God, "God-talk," free-will and determinism, the problem of suffering, life after death, the relation of religion to morality, etc.

Mr. Johnson

PHIL 60b. (PHSCI 3b) (UC 73d) Twentieth Century Physics and its Philosophical Implications

Mr. Berko

PHIL 98c. Senior Seminar

Readings, reports and discussions on assigned topics.

Prerequisite: Permission of department.

Staff

PHIL 99. Senior Research

Preparation of honors work under the supervision of the department.

Prerequisite: Permission of department.

Staff

***PHIL 100b. The Predicament of Modern Man**

PHIL 105a. Plato

An introduction to Plato's thought through an intensive reading of several major dialogues. *Mr. Diamandopoulos*

PHIL 105b. Aristotle

An introduction to Aristotle's thought through an intensive reading of some selected treatises. *Mr. Sommers*

* Not to be given in 1974-75.

PHIL 107a. (NEJS 133a) Medieval Jewish Philosophy: The Early Phase (Kalam)

Mr. Altmann

PHIL 113b. Aesthetics

Mr. Weitz

PHIL 115a. (MATH 115a) Intermediate Logic

Propositional calculus. Quantification theory. Satisfiability and validity.

Mr. van Heijenoort

PHIL 116b. History of Modern Ethical Theory

A study of major moral philosophers in the modern period with special attention to Hume, Kant, Bentham, Mill and Bradley.

Mr. Aiken

***PHIL 117bR. Ethical Theory in the Twentieth Century**

PHIL 119a. Theory of Knowledge

The problem of knowledge will be discussed from a variety of standpoints: concepts and precepts, comparative logic, the psychology and neurophysiology of cognition, the historical development of conceptual traditions.

Mr. Burian

PHIL 121b. (MATH 125b) Foundations of Mathematics

Formal systems. Godel's theorems and consequences. Consistency proofs. Introduction to the theory of recursive functions. Hilbert's program and intuitionism.

Mr. van Heijenoort

PHIL 124b. Concepts: Their History and Variety

Mr. Weitz

PHIL 128b. Oriental Philosophies

An examination of several Indian, Chinese and Japanese philosophies, which analyze traditional problems of the nature of man, transcendence, moral commitment, the afterlife and human redemption.

Mr. Johnson

PHIL 130a. Philosophy of Logic

An examination of the fundamental notions of logic. Signs and symbols. Sentences, statements, and propositions. Negation, implication, deductibility, logical consequence. Theory of descriptions. The relation of formalized logic to ordinary language.

Mr. van Heijenoort

PHIL 133b. Contemporary Analytic Philosophy

A critical survey of leading men and movements in recent British and American philosophy.

Mr. Greenberg

PHIL 134a. The Continental Existentialists

A consideration of selective topics from the works of Nietzsche, Kierkegaard, Heidegger, Jaspers, Sartre, Camus.

Mr. Diamandopoulos

PHIL 135a. Philosophy in Literature

Philosophical problems as reflected in classics of literature, such as the Greek dramatists, Shakespeare, Voltaire, Tolstoy, T.S. Eliot, and Proust.

Mr. Weitz

PHIL 140b. Philosophy of Science

A critical discussion of major issues in the philosophy of science, including explanation, confirmation, scientific laws and theories, and special problems of the social sciences.

Mr. Kvart

* Not to be given in 1974-75.

PHIL 142a. Philosophy of Law

The course will examine key concepts in the Law, such as causality, responsibility, risk, negligence, and punishment. Discussions will deal with the moral foundations, ethical implications and the conceptual structure of legal systems.
(See Legal Studies) *Mr. Kwart*

***PHIL 143a. Continental Rationalism**

***PHIL 143b. British Empiricism**

***PHIL 145b. Human Action**

PHIL 147a. American Pragmatism

A study of major writings of the principal pragmatists including C. S. Peirce, William James, John Dewey. *Mr. Aiken*

***PHIL 148b. Philosophy of Social Sciences**

PHIL 150aR. Wittgenstein

Intensive study of the *Tractatus*, with an examination of other works. *Mr. Burian*

***PHIL 151a. Social and Political Philosophy**

***PHIL 152b. Philosophy of History**

PHIL 156b. Philosophy of Mind

An examination of selected current topics, including the concept of willing, intentionality, and the mind-body problem. *Mr. Aiken*

PHIL 157a. Philosophy of Language

Nature and uses of language, theories of meaning, and predication. *Mr. Kwart*

PHIL 158a. Metaphysics

An analytical investigation of certain problems in the area of metaphysics. Reference will be made to traditional as well as contemporary philosophers. Discussion will focus on the role of experience in the resolution of problems.
Mr. Sommers

PHIL 161b. (ENG 195b) (LING 195b) Linguistics and Logic

An examination of the use of formal logic as an explication of human reasoning, concentrating on recent dialogues between linguists and logicians. *Mr. Jackendoff*

PHIL 167a. Kant

A contemporary analytic approach to certain problems in the *Critique of Pure Reason*. *Mr. Greenberg*

* Not to be given in 1974-75.



HISTORY OF IDEAS

HIDEA 16a. (CLASS 16a) (HUM 16a) The Classical Heritage of Western Man

Designed to introduce students with or without prior background to the origin and development of ideas, attitudes and cultural preferences still at work in our day. Topics vary from year to year. Topic for 1974-75 will be: From Archetype to Stereotype: The Genesis of Standard Comic Characters in Literature. *Mr. Stewart*

HIDEA 99. Research for Undergraduates

Prerequisite: Approval of the department.

Staff

HIDEA 102a. (CLASS 102a) (HIST 102a) Roman History

The political and social history of Rome from its founding to the time of Constantine, with emphasis on the period from the Gracchi to Nero. All readings in English. *Mr. Higgins*

HIDEA 102b. (CLASS 102b) (FA 141b) (HIST 102b) Pagan and Christian Art and Thought in the Late Roman Empire

Messrs. Higgins and Gaehde

HIDEA 109a. (PHYS 137a) Science in the Second Half of the Nineteenth Century

Mr. Schweber

HIDEA 110b. (SOC 110b) Sociology of Knowledge

History and historical interpretation of the sociology of knowledge, with particular emphasis on German and recent American literature. *Mr. Wolff*

HIDEA 125a. Major Figures of the Christian Tradition

An investigation of a number of major thinkers of the Christian theological tradition, including St. Paul, Augustine, Thomas, Luther, and Schleiermacher. Special attention will be given to primary source materials. *Mr. Johnson*

HIDEA 125b. Modern Religious Thought

An examination of several thinkers of the Jewish-Christian faith tradition, including Kierkegaard, Buber, Tillich, Barth, Teilhard du Chardin, etc. Attention will be given to methodological problems, particularly as philosophy relates to theology. *Mr. Johnson*

HIDEA 126bR. Religion and Its Conceptual Settings

A critical study of different methodological approaches to the study of religious, anthropological, sociological, psychological, psychoanalytic and phenomenological doctrines (with particular reference to nineteenth and twentieth century thinkers), Malinowski, Radin, Durkheim, Marx, Freud, Jung, Weber, Tawney, Maslow, James, and Eliade, and a discussion of the nature of the religious experience, religious practices and beliefs. *Mr. Johnson*

HIDEA 126aR. Special Problems in the Philosophy of Religion

An historical and philosophical inquiry into the concept of transcendence.

Mr. Johnson

HIDEA 130a. (HIST 121a) Humanism in Europe

Medieval outlook on man. The basis of new individualism: self-expression in literature and revival of ancient values and outlooks. Evolution of new cultural elite, life style, and philosophy of man. Printing and the rise of the humanist class. The new scholarship and literature. Dispersion of human ideology. *Mr. Berkowitz*

HIDEA 130b. (HIST 123b) The Reformation

Transformation of the Catholic establishment and the religious outlook in the fifteenth century. The religious revolutions of the sixteenth century: Luther, Calvin, Henry VIII, and the radical reformers. The Catholic reaction and counterreformation. *Mr. Berkowitz*

***HIDEA 133a. (HIST 133a) European Intellectual History**

HIDEA 135aR. (HIST 135aR) European Socialism Since Babeuf

European socialist thought viewed against the changing historical background.
Mr. Binion

HIDEA 136b. (HIST 124b) Topics in Historical Jurisprudence: The English System of Law (Seminar)

The law state; law as enforced command; sources and varieties of law; the legal process, jurisdiction and administration of law; the individual's rights, obligations, liabilities and sanctions in private law; the law and public order; law and historical development.

(See Legal Studies)

Mr. Berkowitz

HIDEA 137b. (NEJS 133b) Jehuda Ha-Levi's *Sefer Ha-Kuzari*

Analysis of selected passages in the new Hebrew translation.

Mr. Altmann

***HIDEA 141a. The Intellectual History of Europe, 1789-1890**

HIDEA 144a. (HIST 132a) The Intellectual History of Europe, 1890-1930

A survey of dominant thinkers and currents of thought, with emphasis on the disintegration of the rationalist tradition in European culture.

Mr. Izenberg

HIDEA 144b. (HIST 132b) The Intellectual History of Contemporary Europe, 1930-1970

A survey of dominant thinkers and currents of thought, with emphasis on the response to irrationalism in contemporary European culture.

Mr. Izenberg

HIDEA 162b. (CLASS 162b) Justice and the City

(See Legal Studies)

Mr. Higgins

HIDEA 163a. (POL 163a) Communist Political Thought—Marx to Mao

An introduction to the political and economic themes in Communist literature, concentrating on the works of Marx, Engels, Lenin, Trotsky, Stalin, and Mao Tse-tung. The course will investigate in both a topical and historical manner basic theories of state, economic organization, social conflict, political activity, and revolution in their writings.

Mr. Grow

***HIDEA 179b. (HIST 133b) Origins and Development of Freudian Theory**

HIDEA 182bR. (POL 182bR) Political Thought from Machiavelli to Marx

The first segment of the course will examine struggles between proponents and opponents of the old regime, with special emphasis on the germination of radical thought in pre-revolutionary Europe. The second segment will deal with intellectual responses to the French Revolution.

Mr. Hullung

HIDEA 186b. (HIST 122bR) Against the Traditional Basis of Order: Marsilio of Padua, Machiavelli and Hobbes (Seminar)

Readings and short reports centering on the revolution in concepts of authority; the new philosophy and science of politics.

Mr. Berkowitz

***HIDEA 186a. (HIST 122a) Modern Despotism: Theory and Practice**

HIDEA 190a. (FREN 190a) Major Authors Seminar: Rousseau

Mr. Gendzier

HIDEA 195b. The Theory and Literature of Alchemy

A survey of scientific thought and alchemical writings from the late Greek to early modern periods. Readings in original alchemical texts will be stressed.

Mr. Stavenhagen

* Not to be given in 1974-75.

PHYSICAL EDUCATION

Professor Nicholas Rodis, *Chairman*; Associate Professors Lisel K. Judge, Norman E. Levine; Assistant Professors Robert Brannum, Hubert P. LeBlanc Jr.; Lecturers Thomas P. O'Connell, John A. Rinka, Brenda A. Wiechmann; Instructors: Tobias J. Barboza, Michael W. Coven, Judith A. Houde.

PE 1a, 1aR. Intermediate Swimming

Enrollment limited to 20.

Instructor to be Announced

PE 2a, 2aR. Tennis-Badminton

Enrollment limited to 30

Ms. Houde

PE 3a, 3aR. Body Conditioning

Enrollment limited to 20.

Mr. Coven

PE 4a, 4aR. Advanced Swimming and Diving

Enrollment unlimited.

Instructor to be Announced

PE 5a, 5aR. Golf-Volleyball

Enrollment limited to 20.

Mr. Brannum

PE 6a, 6aR. Slimnastics

Enrollment limited to 30.

Ms. Houde

PE 7a, 7aR. Tennis-Basketball

Enrollment limited to 30.

Ms. Houde

PE 8a, 8aR. Fencing, Beginners

Enrollment limited to 20.

Ms. Judge

PE 9a, 9aR. Flag Football-Basketball-Tennis

Enrollment limited to 30.

Mr. Rinka

PE 10a, 10aR. Figure Skating

Enrollment unlimited. \$35.00 fee for 10 weeks of instruction — own transportation required to and from rink — must provide own skates.

Ms. Ward

PE 11a, 11aR. Senior Life Saving

Enrollment limited to 20.

Mr. Levine

PE 12a, 12aR. Flag Football-Volleyball-Softball

Enrollment limited to 30.

Mr. O'Connell

PE 13a, 13aR. Tennis-Squash

Enrollment limited to 15.

Mr. LeBlanc

PE 14a, 14aR. Tennis-Volleyball

Enrollment limited to 30.

Ms. Houde

PE 15a, 15aR. Modern Dance

Enrollment limited to 25.

Ms. Wiechmann

PE 16a, 16aR. Tennis-Recreational Roller Skating

Enrollment limited to 30. Transportation provided to and from rink. \$1.00 per session for instruction and skating.

Mr. LeBlanc

PE 17a, 17aR. Soccer-Volleyball-Softball

Enrollment limited to 30.

Mr. Coven

PE 18a, 18aR. Tennis-Candlepin Bowling

Enrollment limited to 30. Transportation and shoes provided. \$.35 a string.

Mr. Rinka

PE 19a, 19aR. Beginners Swimming

Enrollment limited to 20. Compulsory for anyone not having passed swim requirement.

Instructor to be Announced

PE 20a, 20aR. Yoga

Enrollment limited to 25.

Ms. Wiechmann

PE 21a, 21aR. Soccer-Basketball-Softball

Enrollment limited to 30.

Mr. Coven

PE 22a, 22aR. Beginners Swimming

Enrollment limited to 20.

Instructor to be Announced

PE 23a, 23aR. Fencing, Beginners

Enrollment limited to 20.

Ms. Judge

PE 24a, 24aR. Yoga

Enrollment limited to 25.

Ms. Wiechmann

PE 25a, 25aR. Karate

Enrollment limited to 40.

Mr. Baptista

PE 26a, 26aR. Track Officiating

Enrollment limited to 20.

Mr. Levine

PE 27a, 27aR. Cycling-Skating (Ice)

Enrollment limited to 30. Own bicycle and skates required. Transportation provided for skating.

Ms. Houde

PE 28a, 28aR. First Aid

Mr. DiNatale

PE 29a, 29aR. Basketball Coaching Techniques

Enrollment limited to 20. This course is for the student who will work with high school or community level teams. It will consist of 2 hours weekly.

Mr. Brannum

PE 30a, 30aR. Senior Life Saving

Enrollment limited to 20.

Instructor to be Announced

PE 31. WSI (Water Safety Instruction)

Enrollment limited to 20.

Mr. Levine

PE 32a, 32aR. Tennis-Squash

Enrollment limited to 15.

Mr. LeBlanc

PE 33a, 33aR. Tennis-Basketball

Enrollment limited to 30.

Mr. Brannum

PE 34a, 34aR. Flag Football-Basketball-Softball

Enrollment limited to 30.

Mr. O'Connell

PE 35a, 35aR. Yoga

Enrollment limited to 25.

Ms. Wiechmann

PE 36a, 36aR. Karate

Enrollment limited to 40.

Mr. Baptista

PE 37a, 37aR. Yoga

Enrollment limited to 25.

Ms. Wiechmann

PE 38a. Basketball Officiating

Enrollment limited to 30.

Mr. O'Connell

PE 39b. Volleyball-Softball

Enrollment limited to 30.

Instructor to be Announced

PE 40b. Intermediate Fencing

Enrollment limited to 20.

Ms. Judge

PHYSICAL SCIENCE

See Physics for descriptions.

PHSCI 1a. The Concepts of Physics

Mr. Deser

PHSCI 1aR. The Concepts of Physics

Mr. Deser

PHSCI 1b. Waves and Fields

Mr. Mills

PHSCI 2a. (COSCI 2a) Introduction to Computer Science

Mr. Gross

PHSCI 2bR. Introductory Astronomy

Mr. Wardle and Staff

PHSCI 2b. Introductory Astronomy

Mr. Stein and Staff

PHSCI 3b. (PHIL 60b) (UC 73d) Twentieth Century Physics and Its Philosophical Implications

Mr. Berko



PHYSICS

Professor Sylvan S. Schweber, *Chairman*; Professors Stephan Berko, Donald L.D. Caspar (Rosenstiel Center), Stanley Deser, Jack S. Goldstein, Eugene P. Gross, Peter Heller, Edgar Lipworth†, Alfred G. Redfield (Rosenstiel Center), Howard J. Schnitzer††; Associate Professors Max Chrétien, Jacques Cohen, David J. DeRosier (Rosenstiel Center), Marcus T. Grisaru, Lawrence E. Kirsch (Director, Feldberg Computer Center), Robert V. Lange, Hugh N. Pendleton III (*Advising Head*); Assistant Professors James R. Bensinger, Karl F. Canter, William S. Gornall, Allen P. Mills, Jr., Lawrence M. Schwartz, Robert F. Stein, John F.C. Wardle, Hermann F. Wellenstein.

Requirements for Concentration

A. The minimum requirement for concentration in physics is 11 semester courses in physics and two semester courses in mathematics. Of the 11 semester courses in physics, at least three must be semester courses in laboratory work, and at least two must be at the level of PHYS 30 or above. Mathematics and physics courses numbered under 10 may not be used to fulfill the physics concentration requirement.

B. Students not intending to pursue graduate study in physics may be permitted to substitute advanced courses in other fields to meet physics concentration requirements, subject to the approval of the department. Note that some computer science courses are also physics courses and may be used to meet physics concentration requirements. Students with a concentration in physics and an interest in biophysics may want to take courses in biophysics, biology, biochemistry or chemistry. With departmental approval, they may use such courses to satisfy part of their physics concentration requirements.

C. Students intending to pursue graduate work in physics will normally take PHYS 30, 31, 39, 40 and 50, or graduate physics courses dealing with the same subjects at a more advanced level (selecting from PHYS 100, 101, 102, 103, 104, 109, and 110).

D. Students who have attained a grade of 3, 4, or 5 on the Advanced Placement Examination may obtain credit for PHYS 10.

E. Additional requirement for candidates for degrees with distinction: PHYS 99 or two graduate semester courses (with honor grades).

F. Students may be admitted to a special four-year M.A. program upon recommendation of the department and the Graduate School.

PHSCI 1a. The Concepts of Physics

A self-contained examination of the ideas and theories upon which our picture of nature is based. No philosophical or scientific background is assumed.

Prerequisites: Curiosity about the universe around us, willingness to face high school algebra, and ability to check abstract thinking with concrete evidence.

Mr. Deser

PHSCI 1aR. The Concepts of Physics

See PHSCI 1a.

Mr. Deser

PHSCI 1b. Waves and Fields

The course will discuss the technology of commonly used but often mysterious electrical instruments and the physical principles underlying their operation. A laboratory in basic electric and magnetic phenomena, including the construction of a radio, will be an integral part of the course.

Mr. Mills

† On leave, 1974-75.

†† On leave, Fall Term, 1974-75.

PHSCI 2a. (COSCI 2a) Introduction to Computer Science

The structure of modern computers; their applications and expected impact on society. Among the topics to be treated: computer programming, computer languages, the applications of computers to education and research, simulation models, human and machine intelligence, computers and the information explosion. Exercises on the Brandeis computers.

Mr. Gross

PHSCI 2bR. Introductory Astronomy

See PHSCI 2b.

Mr. Wardle and Staff

PHSCI 2b. Introductory Astronomy

This course is a survey of modern astronomy. Elementary physical ideas will be used to discuss the life and death of stars, the structure of the galaxies, and the large scale features and evolution of the universe. Observation sessions will also be conducted at the Grunebaum Observatory.

Mr. Stein and Staff

PHSCI 3b. (PHIL 60b) (UC 73d) Twentieth Century Physics and Its Philosophical Implications

A non-technical introduction to the foundations of the two revolutionary theories of modern physics: relativity and quantum mechanics. The "paradoxes" of the atomic world, the wave particle duality, the uncertainty principles, classical versus quantum probability concepts and their philosophical implications will be studied. Recommended for juniors and seniors. Others enrolled by consent of the instructor. Course meets Science and Humanities distribution requirements.

Mr. Berko

PHYS 10. Physics for the Life Sciences

This course will introduce students in the life sciences to the phenomena and concepts of physics necessary in their professional work. It requires proficiency in trigonometry and algebra; MATH 10 may be taken concurrently. The separate laboratory course PHYS 18c is a prerequisite for medical and dental schools.

Messrs. Wellenstein and Bensinger

PHYS 11. Basic Physics I

The course covers the basic laws of classical physics and their applications to macroscopic and microscopic systems; Newtonian and relativistic mechanics; elementary electromagnetism presented from a modern point of view.

Co-requisite: MATH 10, 11, 12, or equivalent.

Mr. Lange

PHYS 14a. (COSCI 14a) Problem Solving with Computers

Algorithms for simple mathematical problems, simulation of random processes, ecological models, games and other non-numerical problems. Weekly assignments on the Brandeis computer, using BASIC as a programming language. A background in high school algebra is expected, but no previous experience with computers is necessary.

Mr. Chrétien

PHYS 15a. (COSCI 15a) Introduction to Computers

Algorithms and flowcharts; gross architecture of computers; the FORTRAN IV language, representation of information.

Prerequisites: A strong preparation in algebra, a reasonable degree of mathematical maturity.

Mr. Kirsch

PHYS 15b. (COSCI 15b) Machine and Assembly Language

A course designed to teach the fundamentals of machine and assembly language. Topics to be covered: machine instructions, concepts of assemblers and macro instructions, system communication, relation between FORTRAN and assembly language.

Prerequisite: COSCI 15a, or permission of instructor.

Mr. Chrétien

PHYS 16b. (PSYCH 116b) Light, Color and Vision

Visual perception considered from the points of view of physics, biology, and psychology. Wave and quantal natures of light, anatomy and physiology of the visual pathway; color vision; visual acuity and flicker; form and brightness perception. Laboratory work and demonstrations will be integrated with lectures.

Enrollment limited to 20. Permission of instructor required.

Mr. Lange

PHYS 17a. (COSCI 17a) Introduction to Numerical Methods and Computer Programming

An introduction to the art of using a computer to find numerical solutions: function approximation, roots of equations, numerical integration, integration of differential equations, linear simultaneous equations and matrices. The programming language is FORTRAN; the computing is done on the Brandeis PDP-10.

Prerequisite: Familiarity with FORTRAN and with differential and integral calculus; i.e., MATH 10 or 11 or the equivalent.

Mr. Bensinger

PHYS 18c.§ Introductory Laboratory

Laboratory course consisting of basic physics experiments designed to supplement PHYS 10. A student should consult his adviser to ascertain whether this course is required in his study program.

Three laboratory hours per week. 4 credits.

Laboratory fee: \$10.

Mr. Chrétien and Staff

PHYS 19c.§ Physics Laboratory I

Laboratory course consisting of basic physics experiments designed to supplement PHYS 11. A student should consult his departmental adviser to ascertain whether this course is required in his study program.

Three laboratory hours per week. 4 credits.

Laboratory fee: \$10.

Mr. Heller and Staff

PHYS 20a. Basic Physics II

A continuation of PHYS 11, which is a prerequisite. Detailed description and mathematical analysis of wave phenomena, including mechanical waves, electromagnetism, sound, optics, and elements of wave mechanics in atomic physics.

Mr. Heller

§ These courses may not be counted as separate courses for rate of work, but are considered to be part of the PHYS 10 and 11. Students must enroll in them, however, as separate courses.

PHYS 20b. Basic Physics II

A continuation of PHYS 20a, which is a prerequisite. Physical applications of statistical and probability concepts, including the laws of thermodynamics, the statistical description of temperature, entropy and reversibility, and correlation and fluctuation phenomena.

Mr. Heller

PHYS 22b. (COSCI 22b) Computer Simulation and Feedback Systems

This course is an introduction to the theory of cybernetics and systems analysis. Detailed attention will be paid to the technique of the mathematical formulation of models in biology, ecology, and economics. Training will be provided in the organization of computational programs for the solution of complex programs.

Prerequisite: MATH 10 or 11.

Mr. Gross

PHYS 25b. Astrophysics

Topics in modern astronomy, with an emphasis on recent results in radio and x-ray astronomy. Among topics to be discussed will be the physical processes taking place in black holes, pulsars, radio sources, and in the early history of the universe.

Mr. Wardle

PHYS 26b. Introductory Thermodynamics and Biophysics

Thermodynamics and statistical methods; application to problems in biophysics and physical biochemistry.

Prerequisite: PHYS 10 or 11. This course is intended for science majors who do not expect to pursue graduate study in physics.

Mr. Redfield

***PHYS 28a. (COSCI 28a) Algorithms and Data Structures**

Prerequisite: COSCI 27b or permission of instructor.

PHYS 29a. Physics Laboratory II

The fundamentals of modern electronic circuitry will be studied intensively. Properties and applications of electron tubes, transistors and integrated circuits will be covered, many of which will be demonstrated in laboratory construction projects. Six laboratory hours per week.

Mr. Gornall

PHYS 29b. Physics Laboratory II

The use of electronic circuits in experimental physics will be stressed. Research projects involving construction of electronic circuits will emphasize detection and processing of signals at radio, microwave and optical frequencies. Topics will include nuclear magnetic resonance, microwaves, optics and servo control design. Six laboratory hours per week.

Mr. Gornall

PHYS 30a. Atomic Physics

An introductory course on the quantum mechanical properties of simple atomic systems. Topics include wave-particle duality, applications of the Schrodinger equation, hydrogen and helium atoms, spectroscopy of alkali-metals and alkaline earths, radiative transitions, and gas lasers.

Mr. Canter

PHYS 30b. Nuclear Physics

A survey of nuclear phenomena at the introductory level. Topics include the interaction of radiation with matter, models of the nucleus, elementary particle and high energy physics.

Mr. Canter

PHYS 31a. Methods of Mathematical Physics

Introduction to basic mathematical methods used in solving problems in the physical sciences: vector calculus, multiple integrals, extremum problems and Lagrange multipliers, ordinary differential equations, Fourier series.

Mr. Grisar

PHYS 31b. Methods of Mathematical Physics

Continuation of PHYS 31a: linear algebra and matrix eigenvalue problems. Complex variable theory. Boundary value problems, special functions and partial differential equations.

Mr. Grisar

* Not to be given in 1974-75.

PHYS 32b. (COSCI 32b) Logic Circuits and Computer Design Laboratory

Basic logic operations employing gates and flip-flops will be studied, and the corresponding electronic circuits will be constructed in laboratory projects using integrated circuits. These will include decoders, binary counters, adders, subtractors, shift registers and numeric displays. Six laboratory hours per week.

Mr. Gornall

PHYS 39a,b. Physics Laboratory III

A laboratory course involving the performance of representative experiments in atomic, molecular, and nuclear physics—some involving independent research by the student. The course will undertake a detailed analysis of other fundamental experiments not performed. Designed to be taken concurrently with PHYS 30.

Prerequisite: PHYS 29a, b.

Staff

PHYS 97a,b. Tutorial in Physics

Tutorial for students studying advanced material not covered in regular courses.

Staff

PHYS 98a,b. Reading in Physics

Open to exceptional students who wish to study an area of physics not covered in the standard curriculum.

Staff

PHYS 99. Senior Research

Research assignments and preparation of a report under the direction of an instructor.

Staff

PHYS 100b. Theoretical Mechanics

Mechanics of point systems. Lagrangian and Hamiltonian methods. Small vibrations. Transformation theory. Integral invariants. Kinematics and dynamics of rigid bodies. Perturbation theory. Relativistic mechanics.

Mr. Schweber

PHYS 101a. Electromagnetic Theory

Electrostatics, magnetostatics, boundary value problems.

Mr. Stein

PHYS 101b. Electromagnetic Theory

Maxwell's equations. Quasi-stationary phenomena. Radiation.

Mr. Schnitzer

PHYS 102a. Quantum Mechanics I

Nonrelativistic quantum mechanics in the Schroedinger, Heisenberg, and Dirac formulations. One dimensional problems. Three dimensional problems with spherical symmetry. Rayleigh-Schroedinger perturbation theory.

Mr. Pendleton

PHYS 102b. Quantum Mechanics II

Quantum theory of angular momentum. Systems of identical particles; permutations. Description of scattering experiments; the Born approximation. Sudden and adiabatic approximations. Time-dependent perturbation theory. Applications to atomic, nuclear, solid state and elementary particle physics.

Mr. Pendleton

PHYS 103a. Statistical Physics

Review of thermodynamics; statistical postulates; microcanonical ensemble; Maxwell-Boltzmann distribution. Thermodynamic laws; canonical distribution; grand canonical ensemble; specific heats and magnetic susceptibilities in noninteracting systems. Bose systems; Brownian motion; Einstein theory; fluctuation-compliance theorem; correlation functions. Mean field theories of cooperative phenomena.

Mr. Schwartz

PHYS 104aR. Solid State Physics

The formal description of periodic systems. The vibrational and electronic properties of solids. Electron dynamics on the Fermi surface. The mean field theory of magnetic solids.

Mr. Schwartz

PHYS 104bR. Solid State Physics

Thermal, electric and magnetic properties of solids. Band theory of solids and Fermi surfaces. Selected topics in the physics of semiconductors, superconductivity and ferromagnetism.

Mr. Berko

PHYS 109a,b. Advanced Laboratory

Methods and techniques of experimental research.

Staff

PHYS 110a. Mathematical Physics

Linear vector spaces: matrices, operators, Hilbert spaces. Orthogonal functions. Probability theory.

Staff

PHYS 128a. Electronics for Scientists

This course will furnish a background in basic electronics to those students whose work involves the use of the increasingly wide array of electronic instrumentation.

Prerequisite: PHYS 10 or 11 or equivalent. Six laboratory hours per week. *Mr. Mills*

PHYS 137a. (HIDEA 109a) Science in the Second Half of the Nineteenth Century

Investigations into the development of the conceptual framework for the description of "complex" systems in the physical sciences. Particular attention will be paid to the evolution of probabilistic descriptions. The historical setting will be outlined and the interaction and flow of ideas between the various disciplines traced.

Mr. Schweber

PHYS 152b. (BIOL 102b) Structural Biology

Physical principles of biomolecular organization. Image formation: microscopy and x-ray diffraction. Studies of the design and function of muscle, virus particles, membranes and other cellular structures. Some background in physics and chemistry is desirable.

Ms. Cohen and Mr. Caspar



POLITICS

Professor Ruth S. Morgenthau, *Chairwoman*; Professors Marver H. Bernstein, Robert H. Binstock†, Donald Hindley, George A. Kelly†, Roy C. Macridis, I. Milton Sacks; Associate Professors Robert J. Art, John T. Elliff (*Advising Head*), Martin A. Levin, Peter Woll; Assistant Professors Roy F. Grow, Mark L. Hulliung, Peter B. Natchez, Bruce I. Oppenheimer†††, Steven J. Rosen; Lecturer Ernest Stock (Hiatt Program).

Requirements for Concentration

A. Required of all candidates: POL 1a or 1aR.

B. Concentrators are required to complete at least ten semester courses in politics. POL 1a, 1aR will count towards this requirement. POL 98 (Independent Study) will count toward this requirement except for students concurrently taking POL 99 (Honors). At least one course must be taken from each of the following fields: American government, comparative government, international relations and political theory.

C. Candidates for departmental honors must complete POL 99.

D. With the consent of the Department's undergraduate adviser, students may receive departmental course credits for up to two courses taken in related departments.

E. With the permission of the instructor, upperclassmen may enroll in politics graduate courses.

Politics

All 100-level courses are open to graduate students.

The list of 200-level-and-above courses for graduate students will be available to them at the Politics Department office. Undergraduates may take such courses with the special permission of the instructor.

INTRODUCTORY COURSES

POL 1a. Sec 1. The Western Political Tradition

Through the examination of classical political texts and modern writings, the course focuses on central problems of political discourse such as power and authority, human nature, freedom, obligation, justice and the organization of the state. This departmental course is offered in separate sections which may vary somewhat in their approach.

Mr. Sacks

Open to freshmen.

POL 1a. Sec 2. The Western Political Tradition

(See POL 1a Sec. 1 for description.)

Mr. Hulliung

POL 1a. Sec 3. The Western Political Tradition

(See POL 1a Sec. 1 for description.)

Staff

POL 1aR. Sec 1. The Western Political Tradition

(See POL 1a Sec. 1 for description.)

Mr. Hulliung

POL 1aR. Sec 2. The Western Political Tradition

(See POL 1a Sec. 1 for description.)

Staff

† On leave, 1974-75.

††† On leave, Spring Term, 1974-75.

POL 11bR. Introduction To European Government

A comparative study of government in the advanced western states with emphasis on Great Britain, France, Germany and the USSR.

Open to freshmen.

Staff

POL 12b. The Dynamics of Modern Government

Theory and practice of contemporary governments contrasting the advanced systems of the Soviet Union, France, Great Britain and the United States with governments of developing nations. Relating operations of government to the framework of political theory, analysis proceeds on a function-by-function rather than a nation-by-nation basis.

Open to freshmen.

Mr. Sacks

POL 13b. Introduction to the Politics of Non-western States

This course presents a general survey of the political processes in the Third World. Aspects of the politics of several states are then examined: Thailand, India, Vietnam, Bolivia and Mexico.

Open to freshmen.

Mr. Hindley

POL 14b. Sec 1. Introduction to American Government

An analysis of American political institutions: Congress, Presidency, Supreme Court, bureaucracy, political parties, pressure groups and problems of governmental decision-making will be examined in relation to specific areas of public policy.

Open to freshmen.

Mr. Woll

***POL 14b. Sec 2. Introduction to American Government**

(See POL 14b Sec 1 for description.)

POL 14bR. Introduction to American Government

(See POL 14b Sec 1 for description.)

Mr. Natchez

POL 15a. Introduction to International Politics

A general introduction to international politics, emphasizing the foreign policy of individual countries such as the United States, the Soviet Union, China, etc. An analysis of causes of war, conditions of peace, patterns of influence, prospects of international settlement and organization.

Mr. Art

POL 15aR. Introduction to International Politics

(See POL 15a for description.)

POL 16aR. American Politics in Nation and City

A comparative analysis of the political process at the national and urban levels. Emphasis on conflict management and resolution ranging from elections to political protest, from courts to community organizing. Analysis of the effects of public policies to develop a realistic view of the relationship of American government to citizens.

Open to freshmen.

Mr. Levin

COURSES SPECIFICALLY FOR JUNIORS AND SENIORS

***POL 94b. Workshop in Public Policy**

* Not to be given in 1974-75.

POL 97a. Political Biography (Seminar)

This seminar will provide for some discussion of major theories in terms of which political biographies are studied. It will then concentrate on some major works that have studied the following political leaders: Julius Caesar, Robespierre, Gladstone, Woodrow Wilson, General DeGaulle, Stalin and Hitler. *Mr. Macridis*

POL 97b. Political Ideas (Seminar)

(Topic to be announced.)

Mr. Hulliung

POL 98a,b. Independent Study

Staff

POL 99. Senior Research

Students doing honors will consult with the honors adviser before being assigned to a professor for the supervision of their thesis work. *Staff*

AMERICAN GOVERNMENT

(See POL 14b, 14bR—Introduction to American Government; POL 16a—American Politics in Nation and City)

POL 101aR. Parties, Pressure Groups and Public Opinion

This course will examine the means by which mass publics get involved in politics. Some of the topics covered are: nominating politics, the psychology of participation and lobbies. Considerable attention will be given to working class politics. *Mr. Natchez*

POL 104aR. The American Voter

Consideration of both historical and behavioral theories to explain individual voting decisions and to interpret the meaning of elections in American politics. Topics: the modernization of American political culture, electoral strategies, voter rationality, extremism and radical politics, the consequences of electoral outcomes and American electoral politics since the New Deal. *Mr. Natchez*

POL 107b. The Politics of Public Policy

This course will examine the nature of public policy outputs of political sub-systems in American government. Particular attention will be paid to education, welfare, medical care and tax reforms. *Mr. Woll*

POL 111a. The American Congress

This course will discuss the structure and behavior of the Congress. It will include a discussion of the origins and consequences of the committee system and the rules governing each house of Congress, particularly those relating to the seniority system. Additionally, this course will consider the relationship between the Congress and the Executive Branch. *Mr. Oppenheimer*

POL 113bR. The American Presidency

An analysis of the contemporary nature and role of the American Presidency. The course will include discussions of the sources of Presidential power, the constitutional basis of the Presidency, the role of the Executive Office, the relationship between the Presidency and Congress, the judiciary and the bureaucracy. *Mr. Oppenheimer*

POL 114aR. The Legal Process: Law and Public Policy

An examination of the methods of legal analysis, the processes through which the law develops, the limits of its competence, and the institutions which make law effective. Law is viewed as a technique for the resolution of public policy problems and a social process for affirming community values. *Mr. Elliff*

***POL 115a. History of American Constitutional Law and Theory**

POL 115b. (HIST 164b) American Constitutional Law and Theory

An examination of the Supreme Court's contemporary constitutional role, with emphasis on the nature and dynamics of Supreme Court decision-making; competing ideas of the proper scope for judicial review; and the political and social context for constitutional change.

(See Legal Studies)

Mr. Elliff

POL 116bR. (HIST 165bR) Civil Liberties in America

Examination of the historical development of individual liberties with emphasis on the role of government and the relationship between civil liberties and political and social movements.

(See Legal Studies)

Mr. Elliff

POL 117a. Administrative Law

An examination of the role of administrative agencies in law making and adjudication. Particular emphasis will be given to problems of defining and protecting the public interest as well as the rights of individuals and groups directly involved in administrative proceedings.

(See Legal Studies)

Mr. Woll

POL 118a. Policy Formation (Seminar)

A study of aspects of policy making with reference to various organs of decision-making in the federal government.

Mr. Woll

POL 119a. Policy-making in Urban Areas (Seminar)

An examination of the development in urban areas of policies relating to poverty, class, race and the administration of justice. Special emphasis on the political conflict generated in the development and the relationship of political decision makers and social science "experts."

Mr. Levin

POL 120a. Politics of Urban Areas

An analysis of the management of conflict in urban areas and its institutional (the distribution of authority and influence), demographic and cultural setting. Special emphasis on the relationship between patterns of conflict management and the public services provided by urban governments.

Mr. Levin

***POL 121a. The Politics of Poverty, Class and Race in Urban Areas**

POL 123b. The Politics of Urban Criminal Justice

Analysis of the behavior of police, prosecutors and trial court judges in urban areas. Special emphasis on the relationships between these officials and the political systems of the urban areas. Evaluation of these officials' behavior and especially its effect on their clients.

(See Legal Studies)

Mr. Levin

POL 124a. Labor and Politics in the United States

Emphasizing the historical approach, this course is an analytical treatment of the theories and practices of labor participation in American politics.

Mr. Sacks

(See also POL 168a and 168b—American Foreign Policy; POL 125a—Political Development in the Black Community)

COMPARATIVE POLITICS

(See POL 11b—Introduction to European Government; POL 12bR—The Dynamics of Modern Government; POL 13b—Introduction to the Politics of Non-western States)

* Not to be given in 1974-75.

POL 125aR. (AAAS 125aR) Political Development in the Black Community

Messrs. Adam and Swan

POL 130b. The Political and Social Institutions of the Soviet Union

After a brief historical study of the 1917 revolutions, this course will analyze the ideological and institutional sources of Soviet state and party activity. Particular attention will be devoted to institutional development and its political, economic and social causes.

Mr. Grow

POL H131a. (SOC H131a) Social and Political Institutions of Israel

(Hiatt Institute)

Staff

POL 140aR. (AAAS 160aR) The Politics of Africa

Changing approaches to the study of Africa; conquest, colonialism, the nationalist era and post-independence problems. Country case studies, including Ghana, Guinea, Senegal, Ivory Coast, Tanzania, Kenya and South Africa. Political ideas of Nkrumah, Toure, Nyerere, Senghor. Experiments in planning and economic development. Lectures and readings are supplemented by films. *Ms. Morgenthau*

***POL 140b (AAAS 160b) Contemporary African Politics (Seminar)**

POL 144a. Political Change in Latin America: I

This course focuses on the elements of stability and instability in the region. Specific examination is made of the Mexican and Cuban revolutions, the aborted Guatemalan revolution of 1944-54, and the "maverick" constitutional democracy of Costa Rica.

Mr. Hindley

POL 144b. Political Change in Latin America: II

This course concentrates on the politics of Brazil, Argentina and Bolivia: respectively a military dictatorship, a Peronista questionmark, and the locale of one of Latin America's three genuine revolutions.

POL 144b is independent of 144a.

Mr. Hindley

POL 147a. Government and Politics of China

An analysis of the sources of Chinese political behavior, emphasizing the post-revolutionary period since 1949, but touching also on historical, cultural and sociological factors.

Mr. Grow

POL 150a. Government and Politics: Southeast Asia

An introduction to major aspects of the political development of Southeast Asia in the modern period: the impact of Western colonialism, the nationalist struggles, the post-independence attempts to establish viable political systems, communism and intervention from outside the region.

Mr. Hindley

***POL 152b. Government and Politics: South Asia—India and Pakistan**

POL 156b. European Political Systems

This course will deal in depth with parties, ideologies and governmental institutions of European countries, with particular emphasis on Britain, France and Germany.

Mr. Macridis

POL 157b. Comparative Political Parties (Seminar)

This course will deal with growth and changes among political parties in Western democracies, Canada and USA; issues of partisanship, ideology, political reorganization and elections; contemporary trends among political parties—communists, socialists, Christian Democratic and "conservative."

Mr. Macridis

* Not to be given in 1974-75.

POL 163a. (HIDEA 163a) Communist Political Thought—Marx to Mao

An introduction to the political and economic themes in communist literature, concentrating on the works of Marx, Engels, Lenin, Trotsky, Stalin and Mao Tse-tung. The course will investigate in both topical and historical manner basic theories of state, economic organization, social conflict, political activity and revolution in their writings.

Mr. Grow

***POL 164a. Comparative Foreign Policy**

***POL 165b. The Comparative Study of Fascism**

INTERNATIONAL POLITICS

(See POL 15a,b—Introduction to International Politics.)

POL 168a. (HIST 163a) American Foreign Policy

An historical analysis of these American foreign policy strategies: isolationism, imperialism, collective security, balance of power and containment. The effects of foreign pressures and domestic politics on these strategies will be considered. The course will focus on the period 1890-1950.

Mr. Art

POL 168b. (HIST 163b) American Foreign Policy

A post-World War II analysis of American foreign policy. The course will focus on three areas: how foreign policy decisions have been made; how they have been implemented; and what effects they have had.

Mr. Art

***POL 169b. The Military-Industrial Complex**

POL 170a. (Formerly POL 161b) Imperialism

An examination of theories of imperialism and neo-colonialism, especially since 1945. Topics include theories of capitalist imperialism; Soviet imperialism; the terms of trade debate; the motivations and consequences of foreign investment; theories of foreign trade and aid; and the relationship between imperialism and theories of underdevelopment.

Mr. Rosen

POL 171aR. Multi-national Enterprises and National Power

The political implications of the rapid growth over the last two decades of multi-national enterprises, involving raw materials and manufacturing, often tying together trade and investment. Effects on national and international politics of the decline in economic power perceived by sovereign states.

Ms. Morgenthau

POL 172b. Theories of International Politics

An examination of basic theories and concepts that have been offered for the study of international relations. Topics to be covered will include power, conflict and accommodation, alliance systems, international law and organization.

POL 15a recommended as prerequisite.

Mr. Rosen

***POL 173b. Modern International Politics**

***POL 174a. Problems of National Security**

POL 175a. International Relations in the Middle East

Analysis of the forces underlying international relations in the Middle East since World War II. Topics include processes of conflict and accommodation, the balance of power, the political economy of oil, and the relationship between the Middle East and the larger world system.

Mr. Rosen

* Not to be given in 1974-75.



POL 177b. (Formerly POL 132b) China and the Soviet Union in World Affairs

Seminar investigating the role of China and the Soviet Union in the international system. Topics will include Sino-Soviet relations, communist bloc activity, and the relationship of China and the Soviet Union to specific areas of the world such as East Europe, the Middle East and the United States. In the second half of the course, class members will participate in a game-situation problem. *Mr. Grow*

POL 178aR. International Politics in the Pacific Area

Analysis of the forces underlying international relations in the Pacific areas in the twentieth century. Topics include: Soviet-Asian policies; the strategic position of the emergent Southeast Asian states; Sino-Japanese conflict; America's stake in Asia; Communist China's foreign policy; prospect for peace in the Pacific.

Mr. Sacks

POL H179a. Israel in Its Middle East Setting

An analysis of the evolution of the Arab-Israeli conflict from its origins in the mandate period to the post-1967 constellation. The role of the great powers; Israel's impact on the Mid-East sub-system; foreign policy formulation and implementation in a small state. The refugee problem and policy in the occupied territories will be studied at first hand through field trips.

(Hiatt Institute)

Mr. Stock

POLITICAL THEORY AND METHODS

(See POL 1a, 1aR—The Western Political Tradition)

POL 182a. Political Thought From Plato to Machiavelli

POL 182bR. (HIDEA 182bR) Political Thought from Machiavelli to Marx

The first segment of the course will examine struggles between proponents and opponents of the old regime, with special emphasis on the germination of radical thought in pre-revolutionary Europe. The second segment will deal with intellectual responses to the French Revolution.

Mr. Hullung

***POL 186b. Political Philosophy of the Enlightenment**

***POL 187a. Liberalism as Political Force and Idea**

***POL 191b. Contemporary Political Theory**

***POL 193a. Theories of Political Sociology**

(See also POL 163a—Communist Political Thought—Marx to Mao)

* Not to be given in 1974-75.

PSYCHOLOGY

Associate Professor Maurice Hershenson, *Chairman*; Professors Ricardo B. Morant, Marianne L. Simmel; Associate Professors David J. Schneider (*Visiting*), Arthur Wingfield, Jerome Wodinsky; Assistant Professors Lawrence E. Arend, Jr., John R. Frederiksen, Raymond Knight, James R. Lackner (*Director of Graduate Studies*), Leslie A. McArthur, Margaret C. Nelson (*Advising Head*), James D. Roff, Solomon Schimmel.

Requirements for Concentration

A. All concentrators in psychology will take eight semesters (courses) in the Psychology Department including PSYCH 1 and 2 and two courses from the following list: PSYCH 118, 119, 120, 124, 126, 140, 141, 143, 159, 173.

B. Candidates for degrees with distinction must take PSYCH 99.

C. Students who plan to do graduate work in psychology should take PSYCH 11, 150, and at least one of the following: 116, 120, 126.

D. A grade of C- or better is required in PSYCH 1 and 2 and other prerequisite courses. A grade of C- or better is required in all courses offered toward a concentration in psychology. Pass/fail courses may not be offered toward the concentration.

Psychology and Psycholinguistics

An alternative concentration in *Psychology and Psycholinguistics* will consist of eleven courses drawn from psychology and from the Linguistics Program.

The psychology requirement will be satisfied by PSYCH 1, 2, 11, 120, 124, 143, 173, and 99. It is suggested that at least two of the following also be taken: PSYCH 15, 118, 119, 140, 144, 150 or 159.

The linguistics requirement will be satisfied by either ENG 191a or 191b, plus any three of the following: ENG 196a, 196b, 193a or 197a.

Admission and structuring of this alternative concentration is subject to the approval of the Psycholinguistics and the Linguistics Program Coordinators (Messrs. Wingfield and Jackendoff, respectively).

Psychology and Animal Behavior

Students majoring in psychology with an interest in animal behavior may prepare themselves with a coordinated set of 16 courses drawn from psychology, anthropology, and biology. (Anthropology concentrators have a parallel Anthropology and Behavioral Studies option open to them.)

The student would take the following courses: in biology, BIO 10a, b and 12a, b; in anthropology, ANTHRO 3a, 111a, 112a and 212a; in psychology, PSYCH 1a or aR, 2a or aR, 11a or aR, 119a, and four of the following: 118b; 120aR, section 2; 140a; 141a; 177a; and 127a, (98 or 99 may replace *one* of these courses.) Directed field or laboratory research in behavior will be available in connection with PSYCH 99.

Students should contact Ms. Nelson in the Psychology Department.

Primarily for Undergraduates

PSYCH 1a. Introduction to Psychology: Personality

An introduction to the study of development and adjustment dealing with intelligence, emotion, motivation, and personality structure. Experimental, comparative, and clinical approaches are illustrated.

Enrollment limited to 60.

Section 1:

Mr. Roff

Section 2:

Mr. Schimmel

PSYCH 1aR. Introduction to Psychology: Personality

Section 1:

Mr. Roff

Section 2:

Mr. Schneider

PSYCH 2a. Introduction to Psychology: Cognitive Processes

Problems in the study of sensory processes, perception, learning, language, and thought are introduced and discussed from the standpoint of psychological theory and experimental investigation. Behavioral, physiological, comparative, and clinical approaches are illustrated.

Enrollment limited to 60.

Section 1:

Mr. Frederiksen

Section 2:

Mr. Lackner

PSYCH 2aR. Introduction to Psychology: Cognitive Processes

Section 1:

Mr. Morant

Section 2:

Mr. Wingfield

PSYCH 11a. Statistics and Quantitative Methods

This course will deal with the fundamentals of descriptive and inferential statistics with particular emphasis on techniques useful in the behavioral sciences but not limited to those. The students will be introduced to a variety of modern quantitative techniques as well as to the use of digital computers and calculating machines. There are no mathematical prerequisites for the course although some prior exposure to elementary algebra would be desirable.

Four credit hours. Lectures and laboratory.

Section 1:

Mr. Frederiksen

Section 2 (No laboratory in Sec. 2):

Mr. Schneider

PSYCH 11aR. Statistics and Quantitative Methods

Mr. Arend

PSYCH 12a. Social Psychology

A consideration of the major questions and research strategies of social behavior. Special emphasis will be given to social influence, social cognition, and person perception, social determinants of self-concept, violence, and applications of experimental social psychology to social problems.

Prerequisite: PSYCH 1

Ms. McArthur

PSYCH 15a. Child Development

An examination of developmental issues from infancy to the middle childhood years. Studies on perceptual, cognitive, social, and affective development focus on the work of Bower, Piaget, Lewin, Freud and Erikson.

Prerequisite: PSYCH 1 or 2

Instructor to be Announced

PSYCH 15aR. Child Development

Mr. Schimmel

***PSYCH 30a. Educational Psychology**

PSYCH 55a. Humanistic Psychology

An examination of the historical roots and the contemporary writers in existential and humanistic psychology. Studies on human health, growth, neurosis and self-actualization will be emphasized.

Prerequisites: PSYCH 1 and 2, or permission of the instructor.

Instructor to be Announced

PSYCH 60b. The Psychology of Women

An investigation of sex differences in ability and personality, the antecedents of those differences which exist, and the implications of those differences for the role of women in society.

Prerequisite: PSYCH 1

Ms. McArthur

PSYCH 96a. Field Work in Child Psychology

In addition to class meetings, each student will spend one morning a week (three hours) observing and participating in the nursery school.

Prerequisite: PSYCH 1, 2 or 15, and permission of instructor.

Enrollment limited.

Ms. Simmel

PSYCH 96aR. Field Work in Child Psychology

Ms. Simmel

PSYCH 98a,b,c. Readings in Psychological Literature

Readings and reports under the direction of a faculty supervisor. Open to a small number of juniors and seniors with permission of instructor.

Staff

PSYCH 99. Senior Research

Senior candidates for a degree with distinction in psychology may enroll in PSYCH 99 with permission of instructor.

Staff

For Undergraduate and Graduate Students

***PSYCH 110b. Mass Behavior**

PSYCH 111b. Seminar in Socialization

Readings and discussion on the nature of childhood and adult socialization. Emphasis will be given both to imitation and cognitive approaches and particular areas of concern will be role (especially sex-role) development and the development of moral behavior and judgment.

Prerequisites: PSYCH 12 or 15.

Enrollment limited to 15.

Mr. Schneider

PSYCH 112b. Moral Development

This course will focus primarily on analyses of selected psychological studies of the development of the affective, cognitive, and behavioral dimensions of morality in the individual. In addition, an attempt will be made to relate the psychology of moral development to ethological, philosophical, and sociological discussions of morality.

Prerequisites: PSYCH 1 and 15.

Enrollment limited to 15.

Mr. Schimmel

* Not to be given in 1974-75.

PSYCH 116b. (PHYS 16b) Light, Color and Vision

Visual perception considered from the points of view of physics, biology, and psychology. Wave and quantal natures of light; anatomy and physiology of the visual pathway; color vision; visual acuity and flicker; form and brightness perception. Laboratory work and demonstrations will be integrated with lectures. Enrollment limited to 20. Permission of instructors required.

Messrs. Arend and Lange

PSYCH 118b. Physiological Psychology

Those aspects of physiology most relevant to psychological investigation: the anatomy and physiology of receptor and effector organs, the neuron and synapse, sensory and motor neural pathways, the integrative activity of the central nervous system, the autonomic system and the action of hormonal factors.

Prerequisite: PSYCH 2 or permission of the instructor.

Ms. Nelson

PSYCH 119a. Comparative Psychology

The analysis of the behavior of organisms from a comparative and evolutionary perspective, considering genetic, humoral, sensory, and experiential factors in the control of behavior.

Prerequisite: PSYCH 2 or permission of the instructor.

Ms. Nelson

PSYCH 119aR. Comparative Psychology

Mr. Wodinsky

PSYCH 120a. Experimental Psychology

Individual or group research carried out under supervision. Techniques of experimentation, experimental design. *6 credits.*

Prerequisites: PSYCH 1, 2 and 11.

Mr. Wingfield

PSYCH 120aR. Experimental Psychology

Ms. Nelson

PSYCH 123b. Representational Development

This course explores the origins of representational activity and the evolution of symbolic behavior in drawing, modeling, pretense play, and imitation. Specific emphasis will be placed on the transition from perceptual-motor to representational activity in different media.

Enrollment limited to 20.

Prerequisite: PSYCH 15

Instructor To Be Announced

PSYCH 124b. Human Memory

A detailed examination of traditional and contemporary views on the nature and processes involved in short- and long-term memory.

Prerequisites: PSYCH 1 and 2.

Mr. Wingfield

PSYCH 126a. Research Methods in Personality and Social Psychology

A study of the design and execution of personality and social psychology research together with practical experience in carrying out several research projects.

Prerequisite: Permission of instructor required.

Enrollment limited to 15.

Ms. McArthur

PSYCH 127aR. Temporal Patterning of Behavior

Seminar on problems of serial patterning in the perception and production of speech. Discussion of problems in the integration and execution of complex motor patterns.

Prerequisite: PSYCH 1.

Enrollment limited to 15.

Mr. Lackner

PSYCH 128a. Sensory Processes

Examination of the anatomy, physiology and psychophysics of the sensory systems, with special emphasis on the visual and auditory systems. Primary emphasis will be on the problem of sensory coding and human sensation.

Prerequisites: PSYCH 1 and 2.

Mr. Arend

PSYCH 134a. Abnormal Psychology

A general introduction to psychopathology. Various theoretical models will be discussed. The techniques and findings of research, both clinical and experimental, will be emphasized.

Prerequisites: PSYCH 1 and 2.

Mr. Knight

PSYCH 134aR. Abnormal Psychology

Mr. Roff

PSYCH 135a. Psychology of Social Change*PSYCH 136a. Selected Problems in Perception**

Problems will be chosen from the modalities of vision, somesthesia and kinesthesia. The aim of the seminar is to explore in depth complex issues, such as perception and past experience, perception and meaning, the perception of causality, intermodal effects and related topics.

Prerequisites: PSYCH 1 and 2. Enrollment will be limited to 15. Preference will be given to juniors and seniors who have taken PSYCH 120.

Ms. Simmel

PSYCH 137a. Personality

Selected personality variables and how they have been investigated. Topics will be studied so as to show their relationship to influential psychological theories.

Prerequisites: PSYCH 1 and 2.

Mr. Roff

PSYCH 140a. Learning and Behavior

The concept of learning will be examined critically on the basis of infra-human and human studies. Techniques for generating and maintaining learned behavior will receive detailed attention, with emphasis on their relevance to mental retardation, mental illness, delinquency, and education.

Enrollment limited to 15.

Mr. Wodinsky

PSYCH 141aR. Biological Bases of Motivation

Topics to be treated include hunger, thirst, migration, sexual behavior. Evidence from biology, neurophysiology, and endocrinology will be evaluated.

Enrollment limited to 15.

Mr. Wodinsky

PSYCH 142b. Psychosomatics*PSYCH 143b. Cognitive Processes**

Cognitive factors in perception, attention, memory and language. Experimental investigations will be emphasized.

Enrollment limited to 15.

Prerequisites: PSYCH 2 or permission of instructor.

Mr. Frederiksen

PSYCH 144b. The Psychology of Language

Language development; names, concepts, and symbols; expressive language; metaphor; grammar and syntax; problems of translation; pathology of language.

Prerequisites: PSYCH 1 and 2 or permission of instructor; fluency in at least one foreign language.

Enrollment limited.

Ms. Simmel

* Not to be given in 1974-75.

PSYCH 145b. Psychopathology in Childhood

A survey of studies on maternal deprivation in infancy, infantile autism, childhood schizophrenia and neuroses. Several therapeutic approaches will be discussed.

Prerequisites: PSYCH 1, 2, 15.

Enrollment limited.

Instructor to be Announced

PSYCH 146a. Psychopathology and Cognition**PSYCH 148b. Attitude Change****PSYCH 150a. Introduction to Psychological Theory**

A survey of psychological theories including Associationism, Structuralism, Functionalism, Gestalt, Behaviorism, Psychoanalysis and their modern derivatives. Emphasis is on the nature of explanation and the methods by which it is achieved.

Prerequisites: Four courses in psychology.

Mr. Hershenson

PSYCH 153a. Language, Thought and Reason in Children

The findings and views of Piaget, Chomsky, American behaviorists and neo-behaviorists, and Soviet psychologists on the language, thought and reasoning of children from birth through pre-adolescence will be compared. If time permits we will look at literature written for young children (rather than about them) by non-psychologists to see who *really* understands kids' minds better—the professionals or the great storytellers.

Prerequisites: PSYCH 1 or 2 and 15.

Mr. Schimmel

PSYCH 158b. Human Spatial Orientation

A seminar investigating man's ability to perceive spatial relationships and orient himself in space. Discussion of the processes underlying this ability, their development from childhood through maturity and their functioning in persons with brain damage. Among the topics to be considered: eye movements and visual direction, orientation to gravity and vestibular stimulation, proprioception and sensory motor rearrangements.

Prerequisite: PSYCH 1 and 2.

Mr. Morant

PSYCH 159a. Perception

A survey of the field of perception, covering method, the perception of space, perceptual constancy, figure formation, attention, recognition and visual information processing.

Prerequisites: PSYCH 1 and 2.

Mr. Morant

PSYCH 159aR. Perception

Mr. Hershenson

PSYCH 160b. Color Vision and Visual Processes*PSYCH 161a. Mental Health in the United States: Supervised Field Work**

Students pursue a program of reading and spend one day a week working or observing in some clinical installation; there are weekly class meetings. Permission of the instructor is required.

Prerequisites: PSYCH 1 and 2; and either 134, 145 or 171.

Mr. Knight

PSYCH 170b. Tests and Measurements

The course covers test theory, types of measurement, the theory and measurement of reliability and validity, and test construction. The measurement of intelligence, achievement, and personality are also considered.

Prerequisites: PSYCH 1 and 2, 11.

Mr. Knight

* Not to be given in 1974-75.

PSYCH 171b. Schools of Psychotherapy

The theories and techniques of several schools of psychotherapy and behavior modification are considered. The theories of personality, methods of intervention, goals of therapy, and relevant research will be emphasized.

Prerequisites: PSYCH 1, 2, 134 or 137.

Mr. Knight

PSYCH 173a. Introduction to Psycholinguistics

An introduction to modern psycholinguistics with an emphasis on speech comprehension and production. The question of critical periods for language acquisition and biological specializations for language behavior in man are also considered.

Prerequisites: PSYCH 1 and 2.

Mr. Lackner

PSYCH 177a. Neural Basis of Behavior

A survey of studies on the neurophysiology and behavior of a variety of organisms, both vertebrate and invertebrate, which provide insight into the means by which nervous systems control behavior. The basic properties of nerve cells, emergent properties of nerve networks, and general theories of brain function will be covered.

Prerequisites: Either PSYCH 2, BIO 10 or permission of the instructor. *Ms. Nelson*

ROMANCE AND COMPARATIVE LITERATURE

Professor Denah L. Lida, *Chairwoman*.

Comparative Literature: Associate Professor Luis E. Yglesias, *Chairman*; Professor Edward Engelberg, (*Advising Head to Sophomores and Juniors*).

French: Professor Murray Sachs (*Advising Head*); Associate Professor Stephen J. Gendzier; Assistant Professors Willard E. Bohn†, William J. Cloonan, Erica Harth, Mordeca J. Pollock†, Peter Varkonyi; Lecturers Margot S. Lansing, Felicia Sturzer, Maria E. Weintraub; Instructor Gérard Chérittwizer; Teaching Assistants Janis Kestnbaum, Margaret Mace, David Wetsel.

Italian: Assistant Professor Richard H. Lansing (*Advising Head*).

Spanish: Professors James E. Duffy, Denah L. Lida (*Advising Head*); Associate Professors Andrée M. Collard, Luis E. Yglesias; Instructor Harry L. Rosser; Teaching Assistants Paula Rubira, Eric Sakai.

For course offerings and requirements for concentration, *see* Comparative Literature, French, Italian, and Spanish.

† On Leave, 1974-75.

RUSSIAN LANGUAGE AND LITERATURE

(See Germanic and Slavic Languages)

Requirements for Concentration

A. Required of all candidates: RUS 3a, 106b, 112b or 117a, 125a, 130a, 149b, 161b and any two of seminars 150b, 153a, and 156a.

B. Two semester courses from related areas, subject to approval of the chairman of the Department.

RUS 1 and 2 are full year courses and may not normally be dropped with credit at midyear.

RUS 1. Introductory Russian

Based on the highly unorthodox approach of *A Russian Course* by Alexander Lipson, this course takes advantage of modern structural linguistics and emphasizes the regularity of Russian word-formation patterns. Work with tapes is essential and can be done with "take-home" cassettes from the Listening Center.

Mr. Hanson

RUS 2. Intermediate Russian

After a grammar review, practice with aspects and verbal government, and further vocabulary building, the student undertakes guided reading. (Those with exceptionally strong backgrounds may join the course at midyear.)

Mr. Hanson

RUS 3a. Conversation and Composition

A course designed to improve ordinary conversational skills and to teach composition on an intermediate level.

Prerequisite: At least two years of language study (or its equivalent). *Ms. Dalton*

RUS 6a. Advanced Readings in Russian Culture

The emphasis will be on Russian expository prose from a variety of fields.

Prerequisite: RUS 2, appropriate placement score, or permission of instructor. *Staff*

RUS 6aR. Advanced Readings in Russian Culture

The emphasis will be on masterpieces of Russian literature.

Prerequisite: RUS 2, appropriate placement score, or permission of instructor. *Staff*

RUS 98a,b. Independent Study

Reading and reports under faculty supervision. May be taken only with the permission of the adviser to concentrators and the chairman of the Department. *Staff*

RUS 99. Senior Research

Students who are candidates for a degree with honors in Russian Literature or Linguistics must register for this course and prepare an honors thesis under faculty direction.

Staff

RUS 106b. Advanced Conversation, Composition and Reading

Analysis and discussion of selected literary and non-literary texts. Writing of short essays with particular emphasis on the special syntactic features of Russian.

Prerequisite: RUS 3a (or its equivalent).

Ms. Dalton

*RUS 112b. Theory of Language (Proto-Slavic)

* Not to be given in 1974-75.

RUS 117a. Pre-Nineteenth Century Russian Literature

The content of this course will alternate between medieval literature, including the epic, and the literature of the fifteenth to eighteenth centuries with emphasis on Russian Classicism.

Mr. Szulkin

***RUS 125a. Slavic Civilization**

RUS 130a. Nineteenth Century Russian Literature

A comprehensive survey in English of the major writers and themes of the nineteenth century, including Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov and others. Readings are in English translation.

Ms. Dalton

RUS 149b. Twentieth Century Russian Literature

A survey course of the major literary trends and themes in Russian literature from 1900 to the present. Readings and lectures are in English.

Mr. Szulkin

RUS 150b. Russian Prose—Undergraduate Seminar

An undergraduate seminar, intended primarily for concentrators, which will examine in detail the artistic prose of the major figures in Russian literature. Topics will vary from year to year, and the course may be repeated for credit. Open to qualified non-majors.

Topic for 1974-75: The short story in the nineteenth century.

Ms. Dalton

RUS 153a. Russian Poetry—Undergraduate Seminar

An undergraduate seminar, open to concentrators, which will analyze poetic movements, genres and individual poets from the nineteenth and twentieth centuries. Topics will change each year, and the course may be repeated for credit. Open to qualified non-majors.

Topic for 1974-75: Russian Romanticism

Mr. Szulkin

***RUS 156a. Russian Drama—Undergraduate Seminar**

RUS 161b. The Structure of Modern Russian

An examination of the Russian language as a system, using linguistic description wherever it facilitates practical mastery. The main emphasis is on word-formation analysis, but some attention is given to phonetics, stress patterns, intonation and sentence structure. No formal linguistics background is required. May be taken after second-year Russian.

Mr. Hanson

* Not to be given in 1974-75.



SOCIOLOGY

Associate Professor Gordon A. Fellman, *Chairman*; Professors Egon Bittner†, Everett C. Hughes (*Emeritus*), Morris S. Schwartz, Maurice R. Stein†††, Kurt H. Wolff††, Irving K. Zola; Associate Professors Charles S. Fisher, Rosabeth Moss Kanter; Assistant Professors Jerome P. Boime, Charles Derber††, Gila J. Hayim (*Advising Head*), Kristine M. Rosenthal (*Visiting*), George W. Ross, Charlotte Weissberg; Lecturer Clinton M. Jean.

Nature of the Program

The Undergraduate Program in Sociology at Brandeis aspires to three objectives:

1. To teach and communicate an understanding of social life and social institutions.
2. To promote an understanding of the self and society in theory and practice.
3. To understand and initiate processes of personal growth and social change.

Requirements for Concentration

Required of all candidates: Eight semester courses in sociology, plus two semesters above the introductory level in other departments in the School of Social Science. Honors candidates take an additional course, SOC 99.

SOC 1a. Freshmen Seminar: Social Psychiatry

This course is similar to SOC 102a, Social Psychiatry, but is adapted for freshmen. Training in peer counseling is offered through classes, supervised sessions with other students, and community work. Theory, social contexts and practice of re-evaluation counseling is stressed. Other social-psychiatric approaches are also covered.

Mr. Stein

SOC 1b. Freshmen Seminar: Sense and Non-Sense in the American Popular Arts

A working seminar in which students will develop individual projects dealing with the content of media presentations. Selections from TV shows, comic strips, popular literature, magazines and advertising will be used to explore the underlying currents and dilemmas of American society.

Mr. Zola and Ms. Rosenthal

*SOC 2a. History of Sociological Theory

*SOC 4a. Basic Concepts in Sociology

SOC 5a. Introduction to Criminology

Interdisciplinary approach in the study of crime and the criminal justice system, (legal, sociological and psychological perspectives). Critical analysis of contemporary theories and empirical research in the etiology and treatment of the "offender," including a study of the police, the courts and the prison systems.

(See Legal Studies)

Ms. Hayim

SOC 6aR. Concepts of the Social Order

The course examines the elementary conditions of social order and the means by which these conditions are satisfied or disputed by groups and individuals. Focus is on the relation between the requirements of roles and the status of persons.

Mr. Boime

* Not to be given in 1974-75.

† On leave, 1974-75.

†† On leave, Fall Term, 1974-75.

††† On leave, Spring Term, 1974-75.

SOC 7a. Basic Survey of Sociology

Using Marx, Weber and the symbolic interactionists as guides, this course will explore some chronic modern social problems by means of discussion, analysis, and field trips.

Mr. Fisher

SOC 8a. Education and Society

Educational institutions as social systems; the relation of education to other aspects of society, including class, race, and economy; the formal organization and culture of the school and university; role relationships; community contexts, school reform; and the debate over equal educational opportunity. *Ms. Weissberg*

***SOC 8b. Education and Society**

SOC 10a. Feminist Critique of Contemporary Social Institutions

Discussion of the rationale of the feminist argument, its history, development and sources of support in organized movements, legislation, media and language. Exploration of long and short term effects on a variety of social relationships from occupational roles to child-rearing practices and the structure of the family.

Ms. Rosenthal

***SOC 20a. Social Dynamics**

SOC 90a,b. Directed Independent Study

This will be a 16-credit course. Students taking it will be expected to work out a plan of study for one semester with the help of two faculty members. This plan is to be submitted to the undergraduate committee of the department for its approval. Enrollment will be limited and final choice made by the whole department. This course should be considered by those students who have a well developed or developing program of study to which they wish to dedicate themselves deeply.

Staff

SOC 97a,b. Group Readings and Research in Sociology

Group readings and reports under the direction of a faculty supervisor. *Staff*

SOC 98a,b. Individual Readings and Research in Sociology

Individual readings and reports under the direction of a faculty supervisor. *Staff*

SOC 99. Senior Research

Seniors who are candidates for degrees with honors in sociology are required to register for this course and, under the direction of a member of the faculty, prepare an honors thesis on a suitable topic.

Staff

***SOC 100a. Development of Modern Sociology**

***SOC 101a,b. Sociology of Conflict and War**

SOC 102a. Social Psychiatry

Training in peer counseling is offered through classes, supervised sessions with other students, and community work. Theory, social contexts and practice of re-evaluation counseling is stressed. Other social psychiatric approaches are also covered.

Prerequisite: Permission of instructor.

Mr. Stein

***SOC 102b. Social Psychiatry**

***SOC 104a. Sociology of Education**

* Not to be given in 1974-75.

SOC 106a. Sociology of Literature

The relations between society and literary forms in selected historical periods. Emphasis on the relations between problems and methods in inquiry as presented by sociological and humanistic students of man.

Prerequisite: Permission of instructor.

Mr. Stein

***SOC 106b. Sociology of Literature**

***SOC 107a. Issues in Social Psychology**

SOC 107b. Issues in Social Psychology

A critical examination of selected readings of contemporary theorists; including R. White, C. H. Mead, Malinowsky, and T. Parsons.

Ms. Rosenthal and Ms. Weissberg

***SOC 108bR. Critiques of Contemporary Society**

***SOC 109a. Inequality and Social Policy**

SOC 110b. (HIDEA 110b) Sociology of Knowledge

History and historical interpretation of the sociology of knowledge, with particular emphasis on German and recent American literature.

Mr. Wolff

SOC 111a. Political Sociology

Patterns of conflict and consensus and their relationship to political change and stability in contemporary America. The course will examine changing views of power and community from New Deal/Cold War/1950's America to the conflicts of the 1960's and deal analytically with issues of power and political socialization. Evidence will be drawn both from sociological writings and documents of a more general cultural nature (films, literature, etc.).

Mr. Ross

SOC 112b. Social Class, Freedom, and Equality

The concept of social class; its role in determining life chances, life styles, income, occupation and power; theories of class and inequality; selected social psychological aspects of social class and inequality (e.g., our own involvement in the class structure, our feelings and observations about our own classes and others); American class structure and dynamics; American social class and imperialism.

Mr. Fellman

***SOC 113b. Social Ecology of the Urban Environment**

***SOC 114b. Complex Organizations: Prisons, Corporations and Universities**

SOC 115a,b. Evolution of Human Social Organization

The course is concerned principally with the development of social stratification and the state. Discussions will focus on the differences between the institutions (and their effect on human living) that exist in primitive human communities and those that exist in class society. Readings will be from (among others) Engels, Leslie White, Morton Fried, Isaac Schapera.

Mr. Jean

***SOC 116a. Topics in Social History of Black People in America**

***SOC 116b. Multi-Ethnic Society**

***SOC 117aR. Work and Society**

SOC 118a. (CJS 161a) (NEJS 161a) American Jewish Life and Institutions

Instructor to be Announced

* Not to be given in 1974-75.

SOC 118b. (CJS 164b) (NEJS 164b) Sociology of American Jewish Community

(See CJS 164b).

Instructor to be Announced

***SOC 119a. Institutions for a More Humane Society**

SOC 120a,b. (AAAS 121a,b) Sociology of Underdevelopment

The course will discuss underdevelopment of the Third World from the 1500's to the present. Topics will include the origins of underdevelopment; the nature of relations between advanced industrial and Third World countries; the internal economic, social and political structure of Third World societies; and a critical evaluation of different strategies of development.

Enrollment limited. Permission of instructor required.

Mr. Jean

SOC 122a. Sociology of Power

The course analyzes traditional problems of politics in terms of a tension between two social forms—the Civil and the Fraternal. Discussion of modern cultural efforts to resolve this tension.

Mr. Boime

SOC 125a. Quantitative Methods in Research

An introduction to quantitative research methodology with emphasis on selected methods of data collection, analysis and interpretation. Includes a section in descriptive statistics.

Instructor to be Announced

***SOC 126a. Sociology of Deviance**

***SOC 126b. The Institutions of Social Control**

***SOC 127b. Deviant Communities**

***SOC 129a. The Urban Family**

SOC 130a. The Family (Micro-Social Perspectives)

Exploration of the structure and dynamics of the American family, along with historical and cross-cultural perspectives. Particular attention to the role of women and children in society. Relationships of the family to economic and political institutions. Alternative models for family life including communes.

Ms. Kanter

SOC 130b. The Family (Macro-Social Perspectives)

Ms. Kanter

SOC H131a. (POL H131a) The Political and Social Institutions of Israel (Hiatt Institute)

The inter-relationship between the state's ideological roots in Zionist history and its present day political and social institutions. The party system, and its social ramifications; religion and politics; the role of the Arab minority. Field study of urban developments—both in new immigrant towns and in Jerusalem—and of the kibbutz. 4 credits.

SOC 132a,b. Urban Sociology: Field Studies in Social Class

Field investigations of social class in American lower, working, middle and upper class settings. Class sessions will discuss field observations and students' reactions to field experiences.

Mr. Fellman

***SOC 133b. Comparative Urban Cultures**

* Not to be given in 1974-75.

SOC 135a. Group Process

Interpretation of interpersonal behavior and group development, based in part on observation of the group itself. Readings will include material from psychology and social anthropology as well as sociology.

(Enrollment limited to 12. Permission of instructor required.)

Mr. Schwartz

SOC 135aR. Group Process

(Enrollment limited. Permission of instructor required.)

Mr. Derber

SOC 135b. Advanced Group Process

This course is open to students who have taken SOC 135a or its equivalent. In it we will try to develop a deeper understanding of the nature of inter-personal relations and group dynamics. Experiences in the group and selected readings will be used to conceptualize the connections between intra-psychic, inter-personal, and group processes.

(Permission of instructor required.)

Mr. Schwartz

***SOC 138a,b. War and Revolution**

SOC 141a. Marx and Freud

The course stresses Marxian and Freudian treatments of human nature, human potential, social stability, conflict change, consciousness, social class, and the relationship between family and social process. Topics of contemporary importance will be reviewed in the light of both traditions. Attempts to combine the two approaches will be examined.

Messrs. Fellman and Ross

***SOC 141b. Advanced Seminar on Marx and Freud**

***SOC 142a. Social Psychology: Psychoanalytic Theory and Society**

SOC 143aR. Studies in Social Interaction and the Self

Consideration of the underlying forces shaping social interaction with a focus on self-analysis and the interpersonal styles associated with different character structures. Interaction within a small group setting will be used to facilitate understanding of linkages between personality and social interaction.

Mr. Derber

***SOC 143b. Advanced Studies in Social Interaction and the Self**

SOC 145a. Sociology of Life Styles

Exploring the meaning of social class membership as it is communicated through the process of socialization. Discussion of the effects of education, use of language, political status and differential aspects of family life. Selected readings in social psychology and child development.

Ms. Rosenthal

***SOC 147a,b. Social Psychology of Organizations and Groups**

***SOC 148a,b. Social Psychology of Consciousness**

SOC 150aR. Sociology of Revolutionary Change

Comparative study of revolutionary change. The Chinese, Cuban and Algerian revolutions will be examined with emphasis on pre-revolutionary social structure, social disintegration and actual revolutionary processes and post revolutionary situations. Reading will be drawn from historical sociology, revolutionary theory (Mao, Lenin, Debray, Fanon).

Mr. Ross

* Not to be given in 1974-75.

SOC 151b. Environmental Research

This course will consist of a research project which is cooperatively conceived, designed, executed, and analyzed by the students. Class meetings will scrutinize the process of each stage of research, from the initial conception of the problem to methods employed in research design and data interpretation.

Enrollment limited. Permission of instructor required.

Ms. Weissberg

SOC 152b. Sociology of Generations: The Adolescent in Society

An exploration of the dynamics of adolescent development in relationship to the experience of the preceding generation and the contemporary social environment. The readings will focus on current theories of adolescent behavior and its sociological correlates.

Ms. Rosenthal

***SOC 154b. Sociology of Science**

SOC 155b. Social Movements

The class will consider the social and psychological histories of such movements as the Wobblies, the American Communist Party, the Civil Rights Movement, and the New Left. Analysis focuses on their historical and interactional contexts, and their effect on American society. Other cultural and religious movements will be part of the dialogue.

Mr. Fisher

***SOC 156. Human Conflict and Strategies of Third Party Intervention**

***SOC 160a,b. Sociology of Art: Afro-American art, literature, music, and theater.
World as View and World as Event**

***SOC 161a. Historical Sociology: An Exploration of the Black Presence
in American History**

***SOC 162b. Sociology of Language and Communication**

SOC 163b. Therapy and Punishment (Criminology II)

Critical analysis of contemporary thought and practices in the field of correction. Study of the legal and social-psychiatric dilemmas with respect to the treatment of crime and mental illness, and the current research in the biology of violence and behavior modifications.

Prerequisite: SOC 5a (Introduction to Criminology) or permission of instructor required. (See Legal Studies)

Ms. Hayim

SOC 164a,aR. Existential Sociology

An introduction to existential thought and its integration with selected sociological theories on human interaction and anxiety, individual freedom, options for social reorganization and the socio-historical implications of growth, crisis and death. Readings include works by Sartre, Kierkegaard, Nietzsche, Weber, Buber, Merleau-Ponty and others.

Ms. Hayim

SOC 169a. (CJS 175a) (AMSTD 169a) Religion and Ethnicity in American History

Mr. Fuchs

SOC 172b. (AMSTD 150b) The Family in the United States

Mr. Fuchs

***SOC 188b. Sociology of Law**

(See Legal Studies)

***SOC 190b. Social Organization of Medical Settings**

***SOC 191a. Health, Community and Society**

***SOC. 192. Sociology of the Medical Professions**

* Not to be given in 1974-75.

SPANISH LANGUAGE AND LITERATURE

Requirements for Concentration

- A. SPAN 97a is required of all candidates.
- B. Eleven semester courses to be determined in consultation with the concentration adviser and approved by the faculty of the Spanish area. Of these, seven must be from the Spanish offerings above the 105 level and four may be from related fields.
- C. Additional requirement for a candidate for the degree with distinction: SPAN 99.

FALL REGISTRATION: In order to help facilitate a place in sections within the literature requirement sequence, students will be given an opportunity to register for 3 and 4 or 4 and 6, fall and spring semesters, in the same time period. Please see sections listed below.

SPAN 1. Sec 1. Beginning and Elementary Spanish

For students who have had no previous study of Spanish language.

SPAN 1 is a year course and may not be dropped with credit at midyear; however, students with one year of high school Spanish, or appropriate placement, may enter SPAN 1 at midyear with the permission of the instructor and receive one semester's credit.

Staff

SPAN 1. Sec 2. Beginning and Elementary Spanish

Mr. Rosser

SPAN 3a. Sec 1. Intermediate Spanish

Review of basic Spanish grammar, and readings in Spanish.

Prerequisite: A passing grade in SPAN 1b, or the equivalent, or permission of the instructor.

Mr. Rosser

SPAN 3a. Sec 2. Intermediate Spanish

Ms. Rubira

SPAN 4bR. Sec 1. Advanced Intermediate Spanish

Emphasis on developing reading skills; review of grammar difficulties.

Prerequisite: A passing grade in SPAN 3a, or the equivalent or permission of the instructor.

Ms. Collard

SPAN 4bR. Sec 2. Advanced Intermediate Spanish

Staff

SPAN 4b. Sec 1. Advanced Intermediate Spanish

Mr. Rosser

SPAN 4b. Sec 2. Advanced Intermediate Spanish

Mr. Yglesias

SPAN 5a. Reading Spanish

A concentrated effort to build reading speed and confidence in preparation for SPAN 6.

Prerequisite: Appropriate placement score, or permission of instructor. *Mr. Duffy*

SPAN 5aR. Reading Spanish

Ms. Rubira

SPAN 6a. Sec 1. Readings in Spanish: An Introductory Course

Close study and analysis of representative works of Hispanic culture. Readings in Spanish; lectures in English. This description applies to all sections of SPAN 6a except Section 2.

Prerequisite: A grade of B- or better in SPAN 4, a passing grade in SPAN 5, or an appropriate placement score.

Mr. Sakai

SPAN 6a. Sec 2. Readings in Spanish: An Introductory Course

This course is for those students who elect to study a section of SPAN 6a in which all lectures and written work are in Spanish. *Staff*

SPAN 6a. Sec 3. Readings in Spanish: An Introductory Course

Mr. Duffy

SPAN 6aR. Sec 1. Readings in Spanish: An Introductory Course

Readings in Spanish; lectures in English. This description applies to all sections of SPAN 6aR. *Mr. Sakai*

SPAN 6aR. Sec 2. Readings in Spanish: An Introductory Course

Ms. Collard

SPAN 6aR. Sec 3. Readings in Spanish: An Introductory Course

Mr. Duffy

SPAN 97a. Senior Tutorial

Staff

SPAN 98a,b. Independent Study

Reading and reports under faculty supervision. May be taken only with the permission of the adviser to concentrators and the head of the Department. *Staff*

SPAN 99. Senior Research

Students who are candidates for a degree with honors in Spanish must register for this course and prepare an honors thesis under faculty direction. *Staff*

***SPAN 105b. Intermediate Conversation and Composition**

This course does not meet the foreign literature requirement.

Prerequisite: SPAN 4 or permission of instructor.

SPAN 106b. Studies in Advanced Spanish Conversation and Composition

Prerequisite: SPAN 6 or permission of instructor.

Ms. Lida

SPAN 110a. The Modern Temper: Readings in Recent Hispanic Literature

An introduction to literary studies in Spanish designed for freshmen exempted from the foreign literature requirement, and for other suitably qualified students.

Ms. Collard

SPAN 120aR. Cervantes. In-depth study of *Don Quijote* in Spanish

Familiarity with the complete work prior to taking the course enhances one's appreciation of it.

Prerequisite: SPAN 6 or permission of the instructor.

Ms. Lida

***SPAN 125aR. The Seventeenth Century**

***SPAN 130a. Nineteenth Century Spanish Literature**

Prerequisite: SPAN 6 or permission of instructor.

***SPAN 140aR. Spanish Lyric Poetry**

Prerequisite: SPAN 6 or permission of instructor.

***SPAN 150aR. Spanish Drama of the Siglo de Oro**

Prerequisite: SPAN 6 or permission of instructor.

SPAN 160b. Readings in Latin American Literature

Prerequisite: SPAN 6 or permission of instructor.

Mr. Rosser

***SPAN 160aR. Readings in Latin American Literature**

Prerequisite: SPAN 6 or permission of instructor.

* Not to be given in 1974-75.

SPAN 161a. Masters of Modern Latin American Poetry

Prerequisite: SPAN 6 or permission of instructor.

Mr. Yglesias

***SPAN 162b. Studies in Argentine and Brazilian Literature**

Prerequisite: SPAN 6 or permission of instructor.

SPAN 170b. The Generation of 1898

Prerequisite: SPAN 6 or permission of instructor.

Mr. Duffy

SPAN 180bR. Twentieth Century Spanish Literature

Prerequisite: SPAN 6 or permission of instructor.

Mr. Rosser

THEATER ARTS

Associate Professor Martin Halpern, *Chairman*; Professors Howard Bay, Israel Horovitz (*Visiting*), Theodore L. Kazanoff, Kevin H. Smith (*Adjunct*); Associate Professors James H. Clay, Maureen Heneghan (*Advising Head*), Charles W. Moore; Assistant Professors Muriel Rita Dolan (*Visiting*), Peter M. Sander; Lecturers David S. Howard, Robert O. Moody, Jr., Anne Tolbert. Part-time Teaching Staff: Walter Dolan, Bary Odom, Henry Sparks.

Requirements for Concentration

A. All concentrators must complete 12 semester courses in the department. These must include THA 1, 2a, and three semester courses in dramatic theory and literature to be chosen from the courses numbered between 122a and 186b.

B. All concentrators are required to serve on the production crews of departmental productions twice in the sophomore year, once in the junior and once in the senior year.

C. The award of departmental distinction will be conferred by the staff for exceptional scholarship or creativity.

D. With the permission of the adviser and the instructor, especially qualified undergraduates may enroll in graduate courses.

THA 1. Introduction to Drama and the Theater

Three things are provided, and in this order of importance: (1) an introduction to some of the world's great plays from the classical to the present era; (2) a study of what distinguishes the theater from other related arts; (3) historical background so that the plays can be considered in terms of the production conditions for which they were written.

Open to freshmen.

Mr. Clay

THA 2a. Physical Production I

An introduction to the backstage crafts intended to provide a broad understanding of scenic, lighting, and costume design, and the technical procedures employed in each. Three classroom hours per week plus participation in the production crew of one of the year's productions. Normally taken by concentrators in their sophomore year.

Laboratory fee: \$5

Staff: Mr. Sparks In Charge

* Not to be given in 1974-75.

THA 2b. Physical Production II

Continued study of the production elements of the theater.

Prerequisite: THA 2a

Laboratory fee: \$5

Staff: Mr. Sparks in Charge

THA 3. Acting

Four classroom hours per week, plus participation in the production crew of one of the year's productions.

Open to freshmen with permission of the instructor. *Messrs. Moore and Sander*

THA 5. Speech Studies for the Actor

Enrollment limited to 15.

Ms. Dolan

THA 7. Modern Dance

Ms. Tolbert

THA 9. Movement for the Actor

Enrollment limited to 15.

Mr. Howard

THA 22. Scene Design and Stage Lighting

An advanced study of the styles and techniques of scenic design and an introduction to basic rendering and visual presentation techniques.

Prerequisite: THA 2b.

Laboratory fee: \$5.

Mr. Bay

THA 26a. Costume Design

The course offers an examination of the basic styles, period and techniques of costume design and preparation through the study of several representative plays.

Prerequisite: THA 2b.

Ms. Heneghan

THA 33. Advanced Acting

Four classroom hours per week plus participation in one production crew during the year.

Prerequisite: THA 3 and permission of the instructor.

Mr. Kazanoff

THA 97. Tutorial

At the discretion of the Department, qualified students will be given advanced training in acting or the design-technical areas.

Staff

THA 98. Independent Study

Students may elect either a research project, a production project, or a combination of the two. Approval by the staff must be obtained at the end of the junior year.

Prerequisite: A University average of B.

Staff

THA 102. Directing

A beginning course. Scenes are prepared outside of class, then performed for criticism in class. Assignments gradually increase in difficulty and end with the directing of a one-act play. Participation in one production crew during the year, normally as stage manager or assistant stage manager, is required.

Prerequisite: THA 3 and permission of instructor.

Mr. Sander

THA 104. Dramatic Writing

For juniors and seniors. Enrollment limited to 10.

Mr. Horovitz

For Undergraduate and Graduate Students

THA 122a Modern Drama

The major European dramatists from the mid-nineteenth century through the 1920's, including Ibsen, Strindberg, Chekhov, Synge, Shaw, and Pirandello.
Enrollment limited to 100. *Mr. Halpern*

THA 123b. Contemporary Drama

Continental, British, and American dramatists from the 1930's to the present, including Brecht, Lorca, Giraudoux, Sartre, Beckett, Genet, Eliot, Deurrenmatt, O'Neill, Albee, and Weiss.
Enrollment limited to 100. *Mr. Halpern*

THA 124a, 124aR, 124b. Shakespeare

See ENG 3a and 3b. *Fall, Mr. Levitan
Spring, Messrs. Levitan and Smith*

THA 125a. (AMSTD 125a) History of American Drama 1665-1919 *Mr. Matthews*

THA 135b. (AMSTD 135b) History of Popular Arts in America *Mr. Matthews*

*THA 165a Greek Drama

To be given in 1975-76

*THA 165bR. (ENG 165bR) Restoration Drama

THA 170a. (ENG 142a) Elizabethan and Jacobean Drama *Mr. Smith*

THA 171a. (MUSIC 171a) History of Music and Drama Criticism *Mr. Titcomb*

THA 180a, 180b. Seminar in Production Concepts

Each student does an in-depth study of the social and theatrical contexts of two non-contemporary plays, a study leading to production concepts which interpret the plays for today's audiences.

For juniors, seniors, and graduate students.

Undergraduate prerequisite: THA 22 or THA 102 or the equivalent.

Graduate students are admitted by permission of the instructor.

Mr. Clay

THA 186bR. (ENG 186bR) Twentieth Century British Drama

Mr. Swiggart

URBAN STUDIES PROGRAM

Students with an interest in urban problems may arrange a program of study in the subject in conjunction with the faculty members of the Urban Studies Committee. Between 12 and 15 such courses are offered each year. To assure that best use is made of the flexibility offered by the Urban Studies Program, the student should work closely with an adviser in designing his or her curriculum. Students wishing to enroll in Urban Studies should contact Professor Martin A. Levin of the Politics Department, who is serving as head of the Urban Studies Committee.

* Not to be given in 1974-75.

YIDDISH LANGUAGE AND LITERATURE

Y1. (NEJS 21) (CJS 21) Introductory Yiddish

A full-year course which may not be dropped with credit at midyear.

Mr. Rothenberg

Y2. (NEJS 24) (CJS 24) Intermediate Yiddish

Readings in Yiddish literature, conversation, composition, and grammar.

Prerequisite: Y 1 or permission of instructor.

A full-year course which may not be dropped with credit at midyear.

Instructor to be Announced

Y10. (NEJS 25) (CJS 25) Readings in Yiddish Literature

Mr. Rothenberg

Y171b. (NEJS 171b) (CJS 171b) Trends and Values in Yiddish Literature

A study (in English) of the major lines of development from the folk literature of the sixteenth century to the contemporary short story, novel, essay and poem.

Instructor to be Announced

Y173b. (NEJS 173b) (CJS 173b) Seminar in Yiddish Literature: Contemporary Poetry

Among the poets whose work will be studied are Glatstein, Grade, Manger, J. I. Segal, Sutzkever and Zeitlin.

Instructor to be Announced

Students may fulfill the University language requirement through Yiddish.





Officers Of Instruction

Faculty of Arts and Sciences

Marver H. Bernstein	<i>President of the University</i>
Ph.D., Princeton University	
Jack S. Goldstein	<i>Dean of Faculty and Professor of Astrophysics</i>
Ph.D., Cornell University	
Helen Codere	<i>Dean of the Graduate School, Associate Dean of Faculty</i>
Ph.D., Columbia University	<i>and Professor of Anthropology</i>
Robert Evans, Jr.	<i>Dean of the College, Associate Dean of Faculty</i>
Ph.D., University of Chicago	<i>and Atran Professor of Economics</i>
Timothy C. Aarset	<i>Performing Artist-in-Residence (Music)</i>
D.M.A., Stanford University	
Robert H. Abeles	<i>Professor of Biochemistry</i>
Ph.D., University of Chicago	
Henry D. Aiken	<i>Charles Goldman Professor of Philosophy and</i>
Ph.D., Harvard University	<i>History of Ideas</i>
Alexander Altmann	<i>Philip W. Lown Professor of Jewish Philosophy</i>
Ph.D., University of Berlin	<i>and History of Ideas</i>
Lawrence E. Arend, Jr.	<i>Assistant Professor of Psychology</i>
Ph.D., Duke University	
Alan Arian	<i>Visiting Professor of Politics and Contemporary</i>
Ph.D., Michigan State University	<i>Jewish Studies</i>
	<i>(Tel-Aviv University)</i>
***Robert J. Art	<i>Associate Professor of Politics</i>
Ph.D., Harvard University	
Maurice Auslander	<i>Sol Kittay Professor of Mathematics</i>
Ph.D., Columbia University	
Geoffrey Barraclough	<i>Professor of History</i>
M.A., Oriel College, Oxford, England	
Howard Bay	<i>Alan King Professor of Theater Arts</i>
Carl I. Belz	<i>Lecturer in Fine Arts and Director, Rose Art Museum</i>
Ph.D., Princeton University	
James R. Bensinger	<i>Assistant Professor of Physics</i>
Ph.D., University of Wisconsin	
Margaret H. Bent	<i>Jacob Ziskind Visiting Professor of Music</i>
Ph.D., Cambridge University	
	<i>(Goldsmiths' College, University of London)</i>
Carlos A. Berenstein	<i>Visiting Associate Professor of Mathematics</i>
Ph.D., Courant Institute, New York University	
	<i>(University of Maryland)</i>
*Arthur Berger	<i>Irving Fine Professor of Music</i>
M.A., Harvard University	
Robert W. Berger	<i>Associate Professor of Fine Arts</i>
Ph.D., Harvard University	
Bradley M. Berke	<i>Assistant Professor of French and Comparative Literature</i>
Ph.D., New York University	
Stephan Berko	<i>Robert S. Boas Professor of Physics</i>
Ph.D., University of Virginia	
David Sandler Berkowitz	<i>Professor of History</i>
Ph.D., Harvard University	

* On leave, 1975-76.

*** On leave, Spring Term, 1975-76.

- Joseph S. Berliner
Ph.D., Harvard University
Rosen Family Professor of Economics
- Gerald S. Bernstein
Ph.D., University of Pennsylvania
Associate Professor of Fine Arts
- Rudolph Binion
Ph.D., Columbia University
Leff Families Professor of Modern European History
- Egon Bittner
Ph.D., University of California, Los Angeles
Harry Coplan Professor in the Social Sciences
- Eugene C. Black
Ph.D., Harvard University
Otilie Springer Professor of History
- Jerome P. Boime
M.A., University of Chicago
Assistant Professor of Sociology
- Jean-Francois Boittin
Agrégation de Lettres, Sorbonne
Instructor in French
- **Ludovico Borgo
Ph.D., Harvard University
Associate Professor of Fine Arts
(On the Robert B. Mayer Memorial Foundation)
- David John Boros
M.F.A., Brandeis University
Lecturer in Music
- Martin Boykan
M.M., Yale School of Music
Associate Professor of Music
- Paul H. Brainard
Ph.D., University of Gottingen
Professor of Music
- *Naftali C. Brandwein
D.R.E., Jewish Theological Seminary
Rose B. and Joseph H. Cohen Professor of Modern Hebrew Literature
- Robert Brannum
B.S., Michigan State University
Assistant Professor of Physical Education
- Leo Bronstein
Ph.D., University of Paris, Sorbonne
Professor Emeritus of Fine Arts
- Edgar H. Brown, Jr.
Ph.D., Massachusetts Institute of Technology
Jennie Sapirstein Professor of Mathematics
- Paul L. Brown
M.F.A., Yale School of Art and Architecture
Artist-in-Residence, Department of Fine Arts
- David A. Buchsbaum
Ph.D., Columbia University
Professor of Mathematics
- Richard M. Burian
Ph.D., University of Pittsburgh
Lecturer in Philosophy
- Patton Campbell
M.F.A., Yale Drama School
Visiting Lecturer in Theater Arts
- Karl F. Canter
Ph.D., Wayne State University
Assistant Professor of Physics
- *James A. Carlson
Ph.D., Princeton University
Assistant Professor and Research Associate in Mathematics
- Lemuel Carroll
B.Sc. Arkansas State College
Instructor in African and Afro-American Studies
- Anne P. Carter
Ph.D., Harvard University
Fred P. Pomerantz Professor of Economics
- Donald L. D. Caspar
Ph.D., Yale University
Professor of Physics and Rosenstiel Basic Medical Sciences Research Center
- Iu-Yam Chan
Ph.D., University of Chicago
Assistant Professor of Chemistry
- Max Chretien
Ph.D., University of Basel
Associate Professor of Physics

* On leave, 1975-76.

** On leave, Fall Term, 1975-76.

- Donald J. Ciappenelli *Lecturer in Chemistry*
Ph.D., Brandeis University
- James H. Clay *Associate Professor of Theater Arts*
Ph.D., University of Illinois
- William J. Cloonan *Assistant Professor of French and Comparative Literature*
Ph.D., University of North Carolina
- Carolyn Cohen *Professor of Biology and Rosenstiel Basic Medical Sciences Research Center*
Ph.D., Massachusetts Institute of Technology
- Edward Cohen *Assistant Professor of Music*
M.A., University of California, Berkeley
- Esther D. Cohen *Lecturer in History*
M.A., Brown University
- Jacob Cohen *Assistant Professor of American Studies*
M.A., Yale University
- Jacques Cohen *Associate Professor of Physics*
Ph.D., University of Illinois
- Saul G. Cohen *University Professor, Charles A. Breskin Professor of Chemistry*
Ph.D., Harvard University
- Andrée M. Collard *Associate Professor of Spanish*
Ph.D., Harvard University
- George L. Cowgill *Associate Professor of Anthropology*
Ph.D., Harvard University
- Thomas E. Cronin *Visiting Associate Professor of Politics*
Ph.D., Stanford University
- ***J. V. Cunningham *Paul E. Prosswimmer Professor of English and Humanities*
Ph.D., Stanford University
- Margaret Dalton *Associate Professor of Russian*
Ph.D., Harvard University
- John Putnam Demos *Professor of History*
M.A., University of California, Berkeley
- Charles Derber *Assistant Professor of Sociology*
Ph.D., University of Chicago
- David J. DeRosier *Associate Professor of Physics and Rosenstiel Basic Medical Sciences Research Center*
Ph.D., University of Chicago
- *Stanley Deser *Professor of Physics*
Ph.D., Harvard University
- Peter Diamandopoulos *Professor of Philosophy and History of Ideas*
Ph.D., Harvard University
- Muriel Rita Dolan *Assistant Professor of Theater Arts*
M.F.A., Catholic University of America
- *F. Trenery Dolbear, Jr. *Associate Professor of Economics*
Ph.D., Yale University
(*On the Clinton S. Darling Foundation*)
- Paul B. Dorain *Professor of Chemistry*
Ph.D., Indiana University
- Emily P. Dudek *Adjunct Assistant Professor of Chemistry*
Ph.D., Radcliffe College
- James E. Duffy *Professor of Romance Literature and History*
Ph.D., Harvard University
- Arthur Edelstein *Lecturer with the rank of Assistant Professor of English*
A.M., Stanford University
- *David Eisenbud *Assistant Professor of Mathematics*
Ph.D., University of Chicago

* On leave, 1975-76.

*** On leave, Spring Term, 1975-76.

- *John T. Elliff
Ph.D., Harvard University
Associate Professor of Politics
- *Edward Engelberg
Ph.D., University of Wisconsin
Professor of Comparative Literature
- Herman T. Epstein
Ph.D., University of Michigan
Professor of Biophysics
- Irving R. Epstein
Ph.D., Harvard University
Associate Professor of Chemistry
- Gerald D. Fasman
Ph.D., California Institute of Technology
Louis I. and Bessie Rosenfield Professor of Biochemistry
- *Leonard J. Fein
Ph.D., Michigan State University
Klutznick Family Professor of Contemporary Jewish Studies
- Gordon A. Fellman
Ph.D., Harvard University
Associate Professor of Sociology
- ***David Hackett Fischer
Ph.D., The Johns Hopkins University
Earl Warren Professor of History
- Michael Fishbane
Ph.D., Brandeis University
Associate Professor of Hebrew and Biblical Studies
(*On the Samuel Lane Foundation*)
- Charles S. Fisher
Ph.D., University of California, Berkeley
Associate Professor of Sociology
- Philip Fisher
Ph.D., Harvard University
Assistant Professor of English
- Susan Forbes
Ph.D., University of Pennsylvania
Assistant Professor of American Studies
- Marvin Fox
Ph.D., University of Chicago
Nathan and Janet Appleman Professor of Judaic Studies
- Bruce M. Foxman
Ph.D., Massachusetts Institute of Technology
Assistant Professor of Chemistry
- Gregory L. Freeze
Ph.D., Columbia University
Assistant Professor of History
- David M. Freifelder
Ph.D., University of Chicago
Professor of Biochemistry
- Eberhard Frey
Ph.D., Cornell University
Associate Professor of German
- Yehuda Friedlander
Ph.D., Bar-Ilan University
Visiting Professor of Hebrew Literature
(*Bar-Ilan University*)
- Lawrence H. Fuchs
Ph.D., Harvard University
Meyer and Walter Jaffe Professor of American Civilization and Politics
- Chandler M. Fulton
Ph.D., Rockefeller Institute
Associate Professor of Biology
- ***Joachim E. Gaehde
Ph.D., New York University
Sidney and Ellen Wien Professor in the History of Art
- ***Stephen J. Gendzier
Ph.D., Columbia University
Associate Professor of French
- Roger Z. George
M.A., Fletcher School, Tufts University
Instructor in Politics
- John Gibbons
B.Mus., New England Conservatory
Performing Artist-in-Residence (Music)
- Martin Gibbs
Ph.D., University of Illinois
Professor of Biology

* On leave, 1975-76.

*** On leave, Spring Term, 1975-76.

Patricia J. Gibson	<i>Instructor in African and Afro-American Studies</i>
M.F.A., Brandeis University	
Michael T. Gilmore	<i>Assistant Professor of English</i>
Ph.D., Harvard University	
Nahum Norbert Glatzer	<i>Professor Emeritus of Jewish History and Social Ethics</i>
Ph.D., University of Frankfurt	
Ariella D. Goldberg	<i>Assistant Professor of Hebrew</i>
Ph.D., Brandeis University	
Susan Goldberg	<i>Assistant Professor of Psychology</i>
M.S., Tufts University	
Sidney Golden	<i>Henry F. Fischbach Professor of Chemistry</i>
Ph.D., Harvard University	
Maynard Goldman	<i>Performing Artist-in-Residence (Music)</i>
B.Mus., Boston University	
William M. Goldsmith	<i>Assistant Professor of American Studies</i>
Ph.D., Columbia University	
Fred Goldstein	<i>Performing Artist-in-Residence (Music)</i>
B.A., Queens College	
Cyrus H. Gordon	<i>Professor Emeritus of Mediterranean Studies</i>
Ph.D., University of Pennsylvania	
William S. Gornall	<i>Assistant Professor of Physics</i>
Ph.D., University of Toronto	
*James R. Green	<i>Assistant Professor of History</i>
Ph.D., Yale University	
Ralph Greenberg	<i>Assistant Professor of Mathematics</i>
Ph.D., Princeton University	
Robert S. Greenberg	<i>Associate Professor of Philosophy</i>
Ph.D., University of Chicago	
Peter Grippe	<i>Lester and Joan Avnet Professor of Sculpture</i>
Marcus T. Grisaru	<i>Professor of Physics</i>
Ph.D., Princeton University	
Eugene P. Gross	<i>Sol Kittay Professor of Physics</i>
Ph.D., Princeton University	
**Allen R. Grossman	<i>Associate Professor of English</i>
Ph.D., Brandeis University	
***Roy F. Grow	<i>Assistant Professor of Politics</i>
Ph.D., University of Michigan	
Ernest Grunwald	<i>Professor of Chemistry</i>
Ph.D., University of California, Los Angeles	
Mildred Guberman	<i>Lecturer in Contemporary Jewish Studies</i>
M.S.W., Columbia University	
Ignacio Guerrero	<i>Visiting Assistant Professor of Mathematics</i>
State University of New York, Stony Brook	
Edythe C. Haber	<i>Visiting Assistant Professor of Russian</i>
Ph.D., Harvard University	
James E. Haber	<i>Assistant Professor of Biology and Rosenstiel</i>
Ph.D., University of California, Berkeley	<i>Basic Medical Sciences Research Center</i>
Jeffrey C. Hall	<i>Assistant Professor of Biology</i>
Ph.D., University of Washington	
Shirley L. Hall	<i>Lecturer in African and Afro-American Studies</i>
M.A., Boston University	
***Benjamin Halpern	<i>Richard Koret Professor of Near Eastern Studies</i>
Ph.D., Harvard University	

* On leave, 1975-76.

** On leave, Fall Term, 1975-76.

*** On leave, Spring Term, 1975-76.

- Martin Halpern
Ph.D., Harvard University
Associate Professor of Theater Arts
- Harlyn O. Halvorson
Ph.D., University of Illinois
Professor of Biology and Director, Rosenstiel
Basic Medical Sciences Research Center
- Eugenia Hanfmann
Ph.D., University of Jena
Professor Emerita of Psychology
- David A. Hanson
Ph.D., Harvard University
Assistant Professor of Russian
- Victor Harris
Ph.D., University of Chicago
Edytha Macy Gross Professor of Humanities
- Erica Harth
Ph.D., Columbia University
Associate Professor of French and Comparative Literature
- Gila J. Hayim
Ph.D., University of Pennsylvania
Assistant Professor of Sociology
- Peter Heller
Ph.D., Harvard University
Professor of Physics
- Michael J. Henchman
Ph.D., Yale University
Associate Professor of Chemistry
- *James B. Hendrickson
Ph.D., Harvard University
Professor of Chemistry
- *Maureen Heneghan
Associate Professor of Costume Design
- Maurice Hershenson
Ph.D., Yale University
Associate Professor of Psychology
(On the George and Frances Levin Foundation)
- William E. Higgins
Ph.D., Harvard University
Assistant Professor of Classics
- *Donald Hindley
Ph.D., Australian National University
Professor of Politics
- Milton Hindus
M.S., City College of New York
Professor of English
- *Thomas C. Hollocher, Jr.
Ph.D., University of Rochester
Associate Professor of Biochemistry
- Jen-Shiang Hong
Ph.D., University of California, Berkeley
Assistant Professor of Biochemistry
- David M. Hoose
B.M., Oberlin Conservatory of Music
Performing Artist-in-Residence (Music)
- *Benjamin B. Hoover
Ph.D., University of California, Berkeley
Professor of English
- Israel Horovitz
Fannie Hurst Visiting Professor of Theater Arts
- David A. Horr
Ph.D., Harvard University
Assistant Professor of Anthropology
- Judith A. Houde
M.S.Ed., University of Tennessee
Instructor in Physical Education
- Everett C. Hughes
Ph.D., University of Chicago
Professor Emeritus of Sociology
- Mark L. Hulliung
Ph.D., Harvard University
Assistant Professor of Politics
- *Robert C. Hunt
Ph.D., Northwestern University
Associate Professor of Anthropology
- Sidney Hurwitz
M.F.A., Boston University
Visiting Artist-in-Residence, Fine Arts
(Boston University)

* On leave, 1975-76.

- Kiyoshi Igusa
B.A., University of Chicago
Assistant Professor of Mathematics
- David J. Ingle
Ph.D., University of Chicago
Lecturer in Psychology
- ***Judith T. Irvine
Ph.D., University of Pennsylvania
Assistant Professor of Anthropology
- Ray S. Jackendoff
Ph.D., Massachusetts Institute of Technology
Associate Professor of Linguistics
- David Jacobson
Ph.D., University of Rochester
Associate Professor of Anthropology
- Clinton M. Jean
M.A., Columbia University
Lecturer in Sociology
- William P. Jencks
M.D., Harvard University
Professor of Biochemistry
- Leon A. Jick
Ph.D., Columbia University
Associate Professor of American Jewish Studies
(On the Helen and Irving Schneider Foundation)
- William A. Johnson
Ph.D., Columbia University
Albert V. Danielsen Professor of Christian Thought
- Patricia A. Johnston
Ph.D., University of California, Berkeley
Assistant Professor of Classics
- Robert C. Jones
B.A., Brandeis University
Instructor in African and Afro-American Studies
- Peter C. Jordan
Ph.D., Yale University
Associate Professor of Chemistry
- Lisel K. Judge
M.Ed., Northeastern University
Associate Professor of Physical Education
- *Rosabeth Moss Kanter
Ph.D., University of Michigan
Associate Professor of Sociology
- *David Kaplan
Ph.D., University of Michigan
Professor of Anthropology
- Theodore L. Kazanoff
M.A., Smith College
Professor of Theater Arts
- Philip M. Keehn
Ph.D., Yale University
Assistant Professor of Chemistry
- Allan R. Keiler
Ph.D. (Linguistics), Harvard University
Lecturer with the rank of Assistant Professor of Music
- Morton Keller
Ph.D., Harvard University
Samuel J. and Augusta Spector Professor of History
- George A. Kelly
Ph.D., Harvard University
Professor of Politics
- Albert Kelner
Ph.D., University of Pennsylvania
Abraham S. and Gertrude Burg Professor of Microbiology
- Paul O. Kirley
Ph.D., Northwestern University
Visiting Assistant Professor of Mathematics
- **Lawrence E. Kirsch
Ph.D., Rutgers University
Associate Professor of Physics and Director of
Feldberg Computer Center
- ***Attila O. Klein
Ph.D., Indiana University
Associate Professor of Biology
- Karen Wilk Klein
Ph.D., Columbia University
Associate Professor of English

* On leave, 1975-76.

** On leave, Fall Term, 1975-76.

*** On leave, Spring Term, 1975-76.

- **Raymond Knight *Assistant Professor of Psychology*
Ph.D., University of Minnesota
- *Robert Lincoln Koff *Professor of Music and Artist-in-Residence*
B.Mus., Oberlin College
- Maxine Kumin *Fannie Hurst Visiting Professor of English and American Literature*
A.M., Radcliffe College
- Kenneth Kustin *Professor of Chemistry*
Ph.D., University of Minnesota
- Igal Kvart *Lecturer in Philosophy*
M.A., University of Pittsburgh
- James R. Lackner *Associate Professor of Psychology*
Ph.D., Massachusetts Institute of Technology
- Robert V. Lange *Associate Professor of Physics*
Ph.D., Harvard University
- Richard H. Lansing *Assistant Professor of Italian and Comparative Literature*
Ph.D., University of California, Berkeley
- Robert J. Lerner *Assistant Professor of Economics*
Ph.D., University of Wisconsin
- *Louis Lefebvre *Fred C. Hecht Professor of International Economics*
Ph.D., Massachusetts Institute of Technology
- Eugene Lehner *Performing Artist-in-Residence (Music)*
- ***Alan Lechuk *Assistant Professor of English*
Ph.D., Stanford University
- Max Lerner *Professor Emeritus of American Civilization and Institutions*
Ph.D., Robert Brookings Graduate School
- Martin A. Levin *Associate Professor of Politics*
Ph.D., Harvard University
- Harold I. Levine *Professor of Mathematics*
Ph.D., University of Chicago
- Jerome P. Levine *Professor of Mathematics*
Ph.D., Princeton University
- Lawrence Levine *Professor of Biochemistry*
Sc.D., The Johns Hopkins University
(*American Cancer Society Professorship*)
- Norman E. Levine *Associate Professor of Physical Education*
B.S., Bates College
- Alan L. Levitan *Associate Professor of English*
Ph.D., Princeton University
- Denah L. Lida *Professor of Spanish*
Ph.D., University of Mexico
- *David I. Lieberman *Professor of Mathematics*
Ph.D., Massachusetts Institute of Technology
- Henry Linschitz *Helena Rubinstein Professor of Chemistry*
Ph.D., Duke University
- Edgar Lipworth *Professor of Physics*
Ph.D., Columbia University
- John E. Lisman *Assistant Professor of Biology*
Ph.D., Massachusetts Institute of Technology
- Elaine P. Loeffler *Associate Professor of Fine Arts*
B.A., Smith College
- John M. Lowenstein *Helena Rubinstein Professor of Biochemistry*
Ph.D., London University

* On leave, 1975-76.

** On leave, Fall Term, 1975-76.

*** On leave, Spring Term, 1975-76.

- Susan Lowey
Ph.D., Yale University
Professor of Biochemistry and Rosenstiel Basic Medical Sciences Research Center
- Roy C. Macridis
Ph.D., Harvard University
Lawrence A. Wien Professor of International Cooperation
- Robert J. Maeda
Ph.D., Harvard University
Assistant Professor of Fine Arts
- ***Joan M. Maling
Ph.D., Massachusetts Institute of Technology
Assistant Professor of Linguistics
- Robert A. Manners
Ph.D., Columbia University
Ralph Levitz Professor of Social Anthropology
- Daniel J. Margolis
M.A., Teachers College, Columbia University
Lecturer in Jewish Education
- Teruhisa Matsusaka
D.Sc., Kyoto University
Irving Schneider Professor of Mathematics
- John F. Matthews
A.B., University of Cincinnati
Max Richter Professor of American Civilization and Institutions
- Alan L. Mayer
Ph.D., Princeton University
Professor of Mathematics
- **Michael B. Mazur
M.F.A., Yale University
Artist-in-Residence, Department of Fine Arts
- Leslie Ann McArthur
Ph.D., Yale University
Assistant Professor of Psychology
- Barry McCormick
M.A., Manchester University, England
Instructor in Economics
- Glenn M. McNatt
M.A., Brandeis University
Instructor in African and Afro-American Studies
- Marvin Meyers
Ph.D., Columbia University
Harry S. Truman Professor of American Civilization
- *Allen P. Mills
Ph.D., Brandeis University
Associate Professor of Physics
- Paul H. Monsky
Ph.D., University of Chicago
Professor of Mathematics
- Robert O. Moody, Jr.
Assistant Professor of Theater Arts
- Charles W. Moore
M.F.A., Yale University
Associate Professor of Theater Arts
- Ricardo B. Morant
Ph.D., Clark University
Minnie and Harold L. Fierman Professor of Psychology
- Ruth Schachter Morgenthau
Ph.D., Oxford University, England
Adlai E. Stevenson Professor of International Politics
- Martha A. Morrison
Ph.D., Brandeis University
Instructor in Mediterranean Studies
- Leonard C. Mueller
Ph.D., Harvard University
Assistant Professor of Classics
- William T. Murakami
Ph.D., University of Southern California
Associate Professor of Biochemistry
- Marcos G. Namashulua
M.A., Fordham University
Instructor in African and Afro-American Studies
- Peter B. Natchez
Ph.D., Harvard University
Assistant Professor of Politics
- Marion Nestle
Ph.D., University of California, Berkeley
Assistant Professor of Biology
- Gordon D. Newby
Ph.D., Brandeis University
Lecturer in Mediterranean Studies

* On leave, 1975-76.

** On leave, Fall Term, 1975-76.

*** On leave, Spring Term, 1975-76.

John D. Niles	Assistant Professor of English
Ph.D., University of California, Berkeley	
Alfred Nisonoff	Professor of Biology and Rosenstiel Basic Medical
Ph.D., The Johns Hopkins University	Sciences Research Center
Edward C. Nowacki	Performing Artist-in-Residence (Music)
B.A., University of Toronto	
Isaac Neustadt-Noy	Lecturer in Jewish History
B.A., Hebrew University, Jerusalem	
Thomas P. O'Connell	Lecturer in Physical Education
M.Ed., Suffolk University	
James D. Olesen	Assistant Professor of Music
B.A., University of Chicago	
Gjerding Olsen	Associate Professor of Biology
Ph.D., Harvard University	
Richard J. Onorato	Associate Professor of English
Ph.D., Harvard University	
Bruce I. Oppenheimer	Assistant Professor of Politics
Ph.D., University of Wisconsin	
Richard S. Palais	Professor of Mathematics
Ph.D., Harvard University	
Ronald J. Parry	Assistant Professor of Chemistry
Ph.D., Brandeis University	
***Hugh N. Pendleton III	Associate Professor of Physics
Ph.D., Carnegie Institute of Technology	
Peter A. Petri	Assistant Professor of Economics
A.B., Harvard University	
Arnold K. Pizer	Assistant Professor and Research Associate in Mathematics
Ph.D., Yale University	
Mordeca Jane Pollock	Assistant Professor of French
Ph.D., Harvard University	
Robert O. Preyer	Professor of English
Ph.D., Columbia University	
Benjamin C. I. Ravid	Assistant Professor of Jewish History
Ph.D., Harvard University	
Esther E. Rawidowicz	Assistant Professor Emerita of German
Ph.D., University of Berlin	
Alfred G. Redfield	Professor of Physics and Biochemistry and
Ph.D., University of Illinois	Rosenstiel Basic Medical Sciences Research Center
Bernard Reisman	Assistant Professor of American Jewish Communal
Ph.D., Brandeis University	Studies and Director, Hornstein Program
Joshua Rifkin	Assistant Professor of Music
M.F.A., Princeton University	
Marguerite S. Robinson	Associate Professor of Anthropology
Ph.D., Harvard University	
Charles Rockland	Assistant Professor of Mathematics
Ph.D., Princeton University	
Nicholas Rodis	Professor of Physical Education
Ed.M., American International College	
James D. Roff	Assistant Professor of Psychology
Ph.D., University of Minnesota	
Charles H. Rogovin	Lecturer in Legal Studies
LL.B., Columbia University Law School	
(On the Harold and Harriet Toor Foundation)	

*** On leave, Spring Term, 1975-76.

** On leave, Fall Term, 1975-76.

Seymour J. Shifrin	Professor of Music
M.A., Columbia University	
Marianne L. Simmel	Professor of Psychology
Ph.D., Harvard University	
Mitchell Siporin	Charles Bloom Professor in Arts of Design
Marshall Sklare	Max and Betty Ratner Professor of American
Ph.D., Columbia University	Jewish Studies and Sociology
John H. Smith	Professor of English
Ph.D., University of Illinois	
Kevin H. Smith	Adjunct Professor of Film
A.B., University of Washington	
(On the Sam Spiegel Foundation)	
Gerald L. Soliday	Assistant Professor of History
Ph.D., Harvard University	
***Frederic T. Sommers	Harry A. Wolfson Professor of Philosophy
Ph.D., Columbia University	
Morris Soodak	Associate Professor of Biochemistry
Ph.D., Fordham University	
Lee Stavenhagen	Lecturer in German
Ph.D., University of California, Berkeley	
S. Susan Staves	Associate Professor of English
Ph.D., University of Virginia	
Colin Steel	Associate Professor of Chemistry
Ph.D., Edinburgh University	
Maurice R. Stein	Jacob S. Potofsky Professor of Sociology
Ph.D., Columbia University	
Robert F. Stein	Assistant Professor of Astrophysics
Ph.D., Columbia University	
David Joel Steinberg	Adjunct Professor of History
Ph.D., Harvard University	
Raymond E. Stephens	Associate Professor of Biology
Ph.D., Dartmouth College	
Robert Stevenson	Professor of Chemistry
D.Sc., Glasgow University	
Dan J. Stewart	Assistant Professor of Biology
Ph.D., University of California, Berkeley	
Douglas J. Stewart	Professor of Classics
Ph.D., Cornell University	
Helen L. Stewart	Lecturer in African and Afro-American Studies
M.A., Boston University	
Ernest Stock	Lecturer in Politics
Ph.D., Columbia University	
Ruth Stone	Fannie Hurst Visiting Professor of English and American Literature
B.A., University of Illinois	
Mary E. Sullivan	Instructor in Physical Education
B.S., Boston State College	
Peter Swiggart	Associate Professor of English
Ph.D., Yale University	
Marie Syrkin	Professor Emerita of Humanities
M.A., Cornell University	
Andrew G. Szent-Gyorgyi	Professor of Biology
M.D., University of Budapest	

*** On leave, Spring Term, 1975-76.

- *Robert Szulkin
Ph.D., Harvard University
Associate Professor of Russian
- Serge N. Timasheff
Ph.D., Fordham University
Professor of Biochemistry
- Caldwell Titcomb
Ph.D., Harvard University
Associate Professor of Music
- Ian A. Todd
Ph.D., University of Birmingham, England
Assistant Professor of Mediterranean Studies
- Anne Tolbert
B.A., City College of New York
Lecturer in Theater Arts (Dance)
- ***Thomas R. Tuttle, Jr.
Ph.D., Washington University
Associate Professor of Chemistry
- Milton I. Vanger
Ph.D., Harvard University
Professor of History
- John van Heijenoot
Ph.D., New York University
Professor of Philosophy
- Helen Van Vunakis
Ph.D., Columbia University
Professor of Biochemistry
- (On a Research Career Award, National Institutes of Health)
- Peter Varkonyi
Ph.D., University of California, Santa Barbara
Assistant Professor of French and Comparative Literature
- Ernest Wamba
M.B.A., Claremont Graduate School
Lecturer in African and Afro-American Studies
- John F. C. Wardle
Ph.D., University of Manchester, England
Assistant Professor of Astrophysics
- Richard S. Weckstein
Ph.D., Yale University
Carl Marks Professor of Economics
- Louise Weinberg
LL.M., Harvard Law School
Lecturer in Legal Studies
- (On the Lester Martin Foundation)
- *Alex Weingrod
Ph.D., University of Chicago
Professor of Anthropology
- Charlotte Weissberg
Ph.D., University of Chicago
Assistant Professor of Sociology
- Morris Weitz
Ph.D., University of Michigan
Richard Koret Professor of Philosophy
- Hermann F. Wellenstein
Ph.D., University of Texas
Assistant Professor of Physics
- Pieter C. Wensink
Ph.D., The Johns Hopkins University
Assistant Professor of Biochemistry and Rosenstiel
Basic Medical Sciences Research Center
- Stephen J. Whitfield
Ph.D., Brandeis University
Assistant Professor of American Studies
- Brenda Ann Wiechmann
M.Ed., South Dakota State University
Lecturer in Women's Physical Education
- Arthur Wingfield
Ph.D., Oxford University
Associate Professor of Psychology
- Peter Witt
Ed.D., Harvard University
Lecturer in American Studies and Director of Education Program
- Jerome Wodinsky
Ph.D., University of Texas
Associate Professor of Psychology
- Thomas J. Wolf
Ph.D., University of California, Berkeley
Assistant Professor of English

* On leave, 1975-76.

*** On leave, Spring Term, 1975-76.

Kurt H. Wolff	<i>Manuel Yellen Professor of Social Relations</i>
Ph.D., University of Florence	
Peter Woll	<i>Associate Professor of Politics</i>
Ph.D., Cornell University	
Luis E. Yglesias	<i>Associate Professor of Spanish</i>
Ph.D., Harvard University	
Dwight W. Young	<i>Professor of Ancient Near Eastern Civilization</i>
Ph.D., Dropsie College	
***Louis V. Zabkar	<i>Joseph and Esther Foster Professor of Mediterranean Studies</i>
Ph.D. University of Chicago	
David B. Zilberman	<i>Lecturer with rank of Assistant Professor of the History of Ideas</i>
Ph.D., Institute of Social Research, Academy of Science, USSR	<i>and Anthropology</i>
Harry Zohn	<i>Professor of German</i>
Ph.D., Harvard University	
Irving K. Zola	<i>Professor of Sociology</i>
Ph.D., Harvard University	

*** On leave, Spring Term, 1975-76.



Florence Heller Graduate School for Advanced Studies in Social Welfare

Robert H. Binstock	<i>Louis Stulberg Professor of Politics and Social Welfare</i>
Ph.D., Harvard University	
Dennis Derryck	<i>Assistant Professor of Manpower Planning</i>
Ph.D., Fordham University	
Gunnar Dybwad	<i>Samuel and Rose Gingold Professor of Human Development</i>
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